



Ed YES! Report

Columbia Elementary School

Columbia School District

Debra Powell, Principal
320 SCHOOL ST
BROOKLYN, MI 49230-8504

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Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0. When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

School Systems Review

Introduction

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When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning, and guide instructional decisions.

Overall Rating: 2.6

Standard 1: Curriculum

Indicator A: Alignment

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The written curriculum references Michigan's standards as adopted by the State Board of Education.
<input type="checkbox"/>	The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
<input type="checkbox"/>	Curriculum documents include guidelines for accommodations and modifications for all learners.
<input type="checkbox"/>	A systematic and documented process is used to collaboratively review the written curriculum for alignment to state standards and district curriculum.

Evidences	
<input checked="" type="checkbox"/>	Grade level/department/learning community meeting minutes reflect discussions regarding status of alignment
<input checked="" type="checkbox"/>	Lesson plans reference state standards and alignment to district's curriculum
<input type="checkbox"/>	Classroom observation data references state standards and alignment to district's curriculum
<input checked="" type="checkbox"/>	Classroom observations of learning objectives (objectives are posted and followed)
<input checked="" type="checkbox"/>	Surveys of Enacted Curriculum
<input checked="" type="checkbox"/>	Use of curriculum management software is documented
<input type="checkbox"/>	Curriculum maps contain specific information regarding what is taught and where it is taught
<input type="checkbox"/>	Pacing guides are aligned to the district curriculum and include detailed information useful in daily instructional practice
<input type="checkbox"/>	Personal Curriculum documents for students
<input type="checkbox"/>	Curriculum audit documentation
<input type="checkbox"/>	Other: _____

Indicator B: Coherence

Rating: Full Implementation

Characteristics

- ✓ Curriculum is clearly communicated to all stakeholders in a manner they can understand
- ✓ All educators have a deep and shared understanding of the standards they are to teach and how they connect to other grades/subjects
- ✓ Student learning outcomes are well defined, monitored, and measured
- ✓ Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
- ✓ Instructional staff engages in regular discussions of student learning expectations both horizontally (with colleagues in their grades or subjects) and vertically (across grades.)

Evidences

- ✓ Lesson/unit plans reflect common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
- ✓ Newsletters, on-line communication, displays of student work/portfolios, social media, brochures of grade level/subject curriculum content
- ✓ Standards-based/standards-referenced report cards
- ✓ Surveys and/or interviews with all staff
- ✓ Classroom observations, walk-throughs
- ✓ Surveys and/or interviews with students, parents, community members
- Surveys of Enacted Curriculum
- ✓ Grade level/department/learning community meeting minutes reflecting common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
- Pacing guides are organized with detailed information useful in daily instructional practice
- Other: _____

Standard 2: Instruction

Indicator C: Instructional Design

Rating: Partial Implementation

Characteristics

- Instruction is collaboratively planned to align to the district's written curriculum
- Instruction is designed to align with student learning needs that have been identified through the use of universal screening/formative assessment
- Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.
- Instruction is designed to meet the learning needs of all students.
- Instruction is designed to utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

Evidences

- Meeting agenda/minutes of grade level/content area team meetings that indicate instructional alignment activities
- Student goal setting practices
- Data collection process to screen and monitor student achievement (universal screener informs instructional design – classroom, grade level, building)
- Common lesson plan template
- Lesson plans that include formative and summative assessments, depth of knowledge, and technology integration
- Lesson plans that include instructional modifications for students based on their needs and interests
- Evidence of differentiated instruction in Tier I based on student needs
- Intervention schedule for students
- Teacher schedules/school calendars show collaborative planning/meeting times
- Samples of student work that demonstrate rigorous thinking and high expectations for student achievement
- Other: _____

Indicator D: Effective Instructional Practices

Rating: Partial Implementation

Characteristics	
✓	Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
✓	Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
✓	Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
✓	Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
✓	A system of interventions is in place for all students, including developing and advanced students.
✓	Instruction integrates appropriate technology in order to enhance delivery and engage students.

Evidences	
<input type="checkbox"/>	Student engagement surveys
<input type="checkbox"/>	Walk-through or observation data regarding engagement, evidence of learning, effective instruction, use of research-based strategies, effective questioning, student work, artifacts of real-world application, evidence of cognitive rigor, clarity of learning targets, explicit vocabulary instruction, flexible grouping, technology integration
✓	Observational protocols that monitor implementation of instructional practices across the school
✓	Universal screener data is used to assess student strengths and challenges to drive instructional decisions
✓	Professional learning community minutes/agendas reflecting use of data to drive instructional decisions
✓	School Improvement Plan reflects the implemented research-based instructional strategies
<input type="checkbox"/>	Staffing and scheduling demonstrate implementation of a multi-tiered system of support
✓	Teacher/student artifacts that demonstrate differentiated lessons and assignments
<input type="checkbox"/>	Surveys of Enacted Curriculum (particularly use of depth-of-knowledge data)
✓	Modifications made to unit/lesson plans based on assessment data and student needs
<input type="checkbox"/>	Other: _____

Indicator E: Learning Environment

Rating: Full Implementation

Characteristics	
✓	The school culture is one of high academic expectations for all.
✓	High expectations for students are accompanied with appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
✓	Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for learning.
✓	School and classroom behavioral expectations are communicated to staff, students and families and are enforced consistently to support student success.

Evidences	
<input type="checkbox"/>	Student goal setting
✓	Walkthrough or observation data regarding engagement, classroom management, effective classroom/school procedures, evidence of high expectations for all students, positive interactions between teacher/student and student/student
✓	Student, staff and parent perception surveys (e.g. NCA surveys, climate surveys, Michigan Profile for Healthy Youth (MiPHY))
✓	Staff professional learning on topics that enhance the learning environment (e.g., school culture and climate, student engagement and connectedness)
✓	Partnerships with community agencies are documented via agreement forms, goals, meeting minutes, lesson plans that include service learning, etc. (e.g. mental health, homeless shelters, domestic assault shelters, businesses)
✓	Meeting agendas/minutes that reflect discussions and decisions regarding the learning environment
✓	School handbook reflects behavioral expectations for all students and is up to date with current law
✓	Positive Behavioral expectations and learning inspirations are posted throughout the school
✓	Multi-tiered system of support (process, structures, data collection/use, and interventions for learning and behavior)
<input type="checkbox"/>	Data walls in classrooms and/or department/grade level areas
✓	Other: ABC room and student compact

Indicator F: Reflection

Rating: Full Implementation

Characteristics

- ✓ Educators collaborate to review, reflect on, and refine their instructional practice based on multiple assessments, such as formative and/or benchmark assessments, observations, and student work.
- ✓ Educators reflect on the effectiveness of the instructional design, appropriateness of resources, and use of research-based strategies and make necessary modifications.
- ✓ Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success

Evidences

- ✓ Professional Learning Community/Grade Level/Content Area meeting agendas, meeting minutes that document the decisions made from reflective conversations
- Teachers record themselves teaching and get feedback from colleagues, make instructional decisions
- Reflection protocols/reflection journals are used with walkthrough data, teacher videos of their own instruction, classroom observations, and/or peer observations
- Examples of lesson plan modifications made as a result of reflective conversations
- Example of protocol/staff discussion about research-based instructional strategies in lesson plans
- ✓ Student surveys/feedback on instructional effectiveness
- ✓ Parent perception surveys regarding instructional effectiveness
- Protocols/documentation of teachers collaboratively examining lesson plans and student work samples
- School calendar includes collaborative meetings/time for Professional Learning Communities, data dialogue, teacher reflection/feedback
- Other: _____

Standard 3: Assessment

Indicator G: Assessment System

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.
<input type="checkbox"/>	District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
<input checked="" type="checkbox"/>	Classroom assessments are designed to be developmentally appropriate.
<input checked="" type="checkbox"/>	Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards
<input checked="" type="checkbox"/>	Instructional staff has access to assessment data on a continual basis.
<input checked="" type="checkbox"/>	Assessments support the school's system of interventions.

Evidences	
<input type="checkbox"/>	Committee minutes that describe the process used to adopt and analyze assessments
<input checked="" type="checkbox"/>	Documentation of professional learning on assessment literacy
<input type="checkbox"/>	Documentation that assessments are aligned with the state standards and reflect rigor/depth of knowledge
<input type="checkbox"/>	Documentation of adherence to administration procedures/processes for assessments
<input checked="" type="checkbox"/>	School and classroom assessment plans/calendar
<input checked="" type="checkbox"/>	Universal screening data for reading and/or math
<input checked="" type="checkbox"/>	Inventory of assessments administered and their purposes
<input type="checkbox"/>	Pacing guides and/or curriculum guides include common formative and summative assessments
<input type="checkbox"/>	Data management system is in place (to track and analyze student assessment data)
<input type="checkbox"/>	District-school-grade level/content level assessment alignment document shows vertical and horizontal alignment
<input type="checkbox"/>	Other: _____

Indicator H: Shared Understanding

Rating: Full Implementation

Characteristics

- ✓ All instructional staff can communicate the appropriate purposes and uses of assessment.
- ✓ Assessment results are shared and discussed with staff in a timely manner and useful format.
- ✓ Reports of student data are communicated to students and parents in a manner that they can understand.

Evidences

- ✓ Documentation of professional learning for staff on assessment literacy
- ✓ Sample of parent communications about assessment results
- ✓ Assessment plans
- ✓ Agendas/minutes from meetings reflecting the purposes and uses of data
- Student/parent/teacher handbooks include information about assessment purposes and uses
- ✓ Documentation of data shared with families at conferences
- ✓ Examples of data reports staff use to analyze disaggregated student assessment data
- Professional development on understanding assessment results, purposes, uses
- Curriculum guides identify formative, interim, and summative assessment
- Student assessment portfolios (used to communicate results to students and families)
- Other: _____

Indicator I: Data Analysis and Decision-Making

Rating: Full Implementation

Characteristics	
✓	Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions.
✓	Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
✓	Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice.
✓	Assessment data are used to place students, monitor progress and drive timely interventions.

Evidences	
<input type="checkbox"/>	Committee meeting agendas/minutes that reflect collaborative data-based discussions and actions taken
✓	Professional learning that focuses on developing skills in the interpretation and use of data
<input type="checkbox"/>	Professional Learning Community documentation of using student data to inform instructional practices
✓	Data Dialogue evidence such as data displays, data graphs, analysis charts
<input type="checkbox"/>	Lesson plans reflect changes made in instruction based on data analysis
✓	School Improvement team meeting/goal committee meeting agendas and minutes showing the role of data analysis in improvement planning
<input type="checkbox"/>	Examples of protocols (defined processes) used in data analysis meetings/sessions
<input type="checkbox"/>	Data meetings regarding program evaluations (e.g., data collected for Multi-Tiered Systems of Support)
✓	Staff time to share/reflect on results from common assessments and adjust common assessments
<input type="checkbox"/>	Meeting minutes/agendas from teachers sharing successful practices (based on data)
<input type="checkbox"/>	Other: _____

Indicator J: Student Involvement in the Assessment Process

Rating: Full Implementation

Characteristics

- ✓ Students understand the criteria and expectations for demonstrating their learning
- ✓ Students receive descriptive feedback based on their performance, as well as guidance on how to improve
- ✓ Students are taught how to self-assess and plan for improvement
- ✓ Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

Evidences

- ✓ Learning targets are posted in student-friendly language
- Example of student-generated improvement goals
- Exemplars of individual student progress logs/charts
- ✓ Student portfolios
- Sample of student/teacher feedback form
- ✓ Rubrics designed to give students feedback and guidance
- ✓ Lesson plans reflect instruction in the student reflection process
- Evidence of professional learning on how to involve students in the assessment process
- Lesson plans reflect explicit teaching/discussion of learning targets with students
- Examples of student-led conferences
- ✓ Other: anchor charts, writing rubrics

Strand II: Leadership for Learning

School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

Overall Rating: 3.0

Standard 4: Instructional Leadership

Indicator K: A Vision for Learning

Rating: Full Implementation

Characteristics	
✓	School leaders collaboratively create and communicate a shared vision for learning aligned to the district vision.
✓	The school's mission and school improvement goals are aligned with the vision for learning.
✓	The vision includes high expectations of learning for students and staff.
✓	The vision is understood and supported by students, staff, families and community members.
Evidences	
✓	Meeting agendas/minutes that demonstrate collaborative development/revision of vision statement
<input type="checkbox"/>	Evidence that demonstrates consideration of the vision statement when developing/revising the mission and school improvement goals
<input type="checkbox"/>	School Improvement Plan contains the school's vision statement
✓	Lesson plans demonstrate high expectations for student learning
<input type="checkbox"/>	Professional learning plans for staff reflect connections to the school vision and mission
✓	Staff meeting minutes include discussion of vision statement (after it is created)
<input type="checkbox"/>	Survey results that demonstrate stakeholder input, understanding and commitment to the vision
✓	Vision statement is posted in multiple places (classrooms, hallways, school office, website, social media, etc.)
✓	Agendas, meeting minutes from PTA/PTO meeting or Curriculum Night when the school vision is discussed
<input type="checkbox"/>	Other: _____

Indicator L: Guidance and Support for Teaching and Learning

Rating: Full Implementation

Characteristics	
✓	The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders.
✓	School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning.
✓	School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices.
✓	School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
✓	School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

Evidences	
<input type="checkbox"/>	Professional Learning Plans that focus on increased understanding of curriculum content, instructional practices and/or quality assessment practices
✓	Meeting agendas and minutes reflect use of student data to inform curriculum, instruction and assessment decisions
✓	Walk-through data reflecting appropriate enacted curriculum, research-based instructional practices and assessments
<input type="checkbox"/>	Professional Learning logs kept by teachers and administrators on curriculum, instruction, and assessment
✓	Teacher evaluation components regarding curriculum, instruction, and assessment
✓	Schedule of school leader and teacher conferencing/meetings regarding curriculum, instruction, and assessment data
✓	Documentation of teacher self-reflection on their own instructional practices
<input type="checkbox"/>	Meeting agendas and minutes that demonstrate school leaders ensure the use of results from the Surveys of Enacted Curriculum
<input type="checkbox"/>	Minutes, agendas, reports from meetings of school leaders with district leaders regarding curriculum, instruction, and assessment
<input type="checkbox"/>	Other: _____

Indicator M: Results-Focused

Rating: Full Implementation

Characteristics

- ✓ School leaders use data and research to drive decisions and measure progress toward school improvement goals.
- ✓ Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- ✓ School leaders use data to hold themselves and others accountable for progress.
- ✓ School leaders support the process/system that allows teams to delve into the implications of data.
- ✓ School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

Evidences

- ✓ Evidence that programs and practices are monitored and evaluated for effectiveness using multiple sources of data
- ✓ Data documenting the fidelity of implementation of programs and practices
- ✓ Team meeting agendas and minutes showing use of student data to make instructional and curriculum content decisions
- Evidence of entrance and exit performance criteria for various programs
- Evidence regarding how student placements are changed based upon data on student needs
- ✓ Documentation that includes movement of students from Tiers 2-3 to Tier 1
- Building-level aggregated data from Continuous Improvement and Monitoring System (CIMS) workbook
- ✓ Progress notes in the School Improvement Plan that include impact of implementation
- Written descriptions of protocols/processes for data analysis
- Public displays of data showing progress toward school improvement goals
- Other: _____

Standard 5: A Culture for Learning

Indicator N: Safe and Supportive Environment

Rating: Full Implementation

Characteristics	
✓	School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all.
✓	School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
✓	Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
✓	Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
✓	Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

Evidences	
✓	Evidence that anti-bullying policy is established, publicized, and implemented
✓	Clearly defined learning and behavioral expectations are visible throughout the school
✓	Student/Parent/Staff/Leadership Handbooks describe safety and behavior expectations
✓	Communications regarding high expectations for students and staff
✓	Documentation of professional learning regarding components of healthy school climates, cultural proficiency, etc.
✓	Results of climate surveys (including the extent to which school leaders are perceived as approachable, supportive, fair, and consistent in applying school rules)
<input type="checkbox"/>	Results of needs-assessments that identify issues of safe and supportive schools are addressed
✓	Results of student surveys (e.g., Mi-PHY survey, High School Survey of Student Engagement (HSSE) etc.) are addressed
✓	Evidence that longitudinal data on student behavior, discipline, attendance, and drop-outs are analyzed and addressed
✓	Evidence that students receive appropriate support (referral services for students in crisis, counseling, etc.)
<input type="checkbox"/>	Other: _____

Indicator O: Shared Leadership for Learning

Rating: Full Implementation

Characteristics

- ✓ Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
- ✓ All staff have the opportunity for leadership roles within the school.
- ✓ Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
- ✓ School leaders support the development of collegial relationships and high performing teams.
- ✓ Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.

Evidences

- ✓ Evidence of leadership training and learning opportunities
- ✓ Evidence of stakeholders taking leadership roles
- ✓ Documentation of available leadership roles and the process used to identify potential successors to fill these roles
- ✓ Documentation that describes the induction and mentoring process for new leaders
- ✓ Professional library and/or resources that supports leadership development
- Professional learning on high-performing teams
- Results of surveys that indicate potential interest in leadership roles and evaluation of the leadership placement process
- Professional Learning Community meeting notes and agendas reflect shared leadership
- ✓ Staff meeting minutes document evidence of staff making decisions
- School calendar shows staff collaboration time
- Other: _____

Standard 6: Organizational Management

Indicator P: Communication Systems

Rating: Full Implementation

Characteristics

- ✓ School leaders plan, implement, and continuously improve communication systems to inform, engage, and gather input from students, instructional staff, families and the community.
- ✓ School leaders utilize a variety of appropriate communication tools and approaches.
- ✓ School leaders implement communication systems to address diversity in language and culture.
- ✓ The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.

Evidences

- Communication Plan
- ✓ Samples of ongoing communications (e.g., newsletters, websites, press releases, social media, focus groups, automated message system, parent Internet portal, community forums)
- Samples of communications in languages that reflect the school population
- ✓ Records of communications with, and from, stakeholders
- ✓ Evidence of translators, communications in multiple languages
- ✓ Results of surveys regarding satisfaction with communication system
- ✓ Documentation of student representatives/student council members
- Results of surveys regarding concerns and needs of stakeholders
- ✓ Public postings (website, social-media) of survey results
- Communication section of an emergency management plan
- Other: _____

Indicator Q: Intentional Practices

Rating: Full Implementation

Characteristics	
✓	There is a building-wide decision-making process with protocols that is shared and understood by stakeholders.
✓	Working collaboratively, school leaders develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.
✓	School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities.
✓	School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).

Evidences	
✓	Documentation of decision-making process and protocols and how it was communicated to stakeholders
✓	Documentation of a collaborative School Improvement Planning process (minutes, agendas)
<input type="checkbox"/>	Progress notes in the School Improvement Plan showing how barriers were identified and addressed
<input type="checkbox"/>	Communications to staff showing the alignment of classroom activities to the School Improvement Plan
✓	Copies of schedules of observations, individual teacher meetings, goal-setting process
✓	Documentation of the ways in which staff qualifications match staff assignments
✓	Documentation of adjustments made to school-wide systems based on collaborative decision making
<input type="checkbox"/>	Team meeting notes from ad-hoc committees or staff meetings which addressed barriers
✓	Student schedules which show flexibility based upon student needs identified by data
✓	Data from surveys that indicate stakeholder opinions regarding existing systems and processes
<input type="checkbox"/>	Other: _____

Indicator R: Resource Allocation

Rating: Full Implementation

Characteristics	
✓	Multiple sources of data are used by school leaders to prioritize resource allocations.
✓	Working within district guidelines, school administrators identify, assign, promote and retain those with qualifications and proven results in serving the school's mission.
✓	School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan.
✓	Students with high needs are a priority when budget and resource allocation decisions are made.
✓	School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.

Evidences	
✓	Resource allocation is determined by evidence of student and staff needs (surveys, interviews, discussions)
✓	Copy of the school budget showing resources aligned to student achievement needs
✓	School Improvement Plan that shows designated resources for activities supporting priority student achievement areas
✓	Team agendas/minutes that indicate decision-making on resource allocation
<input type="checkbox"/>	Documentation of school practices/policies aligned to district practices/policies
✓	Copies of grant applications, award letters, memos of understanding, that indicate receipt of additional resources
<input type="checkbox"/>	Documentation of the budgeting process including timeline, decision-making, required participation, and communication with district leaders
✓	Evidence of use of MI School Data
<input type="checkbox"/>	Data warehouse or software to store and analyze student assessment data
✓	Special education information system
<input type="checkbox"/>	Other: _____

Strand III: Professional Learning Culture

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Overall Rating: 3.0

Standard 7: Professional Learning Culture

Indicator S: Collaborative Teams

Rating: Full Implementation

Characteristics	
✓	A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement.
✓	Structures and systems are in place for collaborative planning time for learning teams.
✓	Teams utilize protocols and collaboration time effectively.
✓	Instructional staff collaborates regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.
Evidences	
<input type="checkbox"/>	Evidence of professional learning on ways to work collaboratively on teams
<input type="checkbox"/>	Evidence of collaboration such as coaching/mentoring, action research, peer study groups
<input type="checkbox"/>	Evidence of peer observation, feedback and coaching (peer coaching logs, etc.)
<input type="checkbox"/>	Data "walls" or other visual representations of data
✓	Examples of staff working together to progress monitor students and instruction
<input type="checkbox"/>	Calendar of data analysis meetings
<input type="checkbox"/>	Evidence of data dialogues that occur in Professional Learning Teams
✓	Common planning time schedule
✓	Survey of teachers regarding opportunities for context-embedded professional development
<input type="checkbox"/>	Protocols for collaborative team meetings within and across grade levels and content areas
✓	Other: Grade level meetings

Indicator T: Collective Responsibility

Rating: Full Implementation

Characteristics	
<input checked="" type="checkbox"/>	Instructional staff teams and individuals take active roles in creating and leading professional learning.
<input checked="" type="checkbox"/>	Instructional staff holds one another accountable for implementing what is learned from professional learning.
<input checked="" type="checkbox"/>	Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.

Evidences	
<input checked="" type="checkbox"/>	Staff meeting agendas that show teachers leading professional learning
<input checked="" type="checkbox"/>	Walk-through data that shows evidence of the implementation of professional learning
<input type="checkbox"/>	Evidence of peer-to-peer coaching (protocols, feedback, etc.)
<input checked="" type="checkbox"/>	Evidence of teacher teams recommending professional learning based on school needs (e.g. surveys, school improvement activities)
<input type="checkbox"/>	Documentation of vertical grade-level team meetings that focus on the impact of collaborative professional learning
<input type="checkbox"/>	Samples of teacher work/video-taped lessons for discussion/review
<input type="checkbox"/>	Evidence of teacher leaders sharing promising practices and receiving feedback
<input type="checkbox"/>	“Instructional Rounds” training provided to staff
<input type="checkbox"/>	Program Evaluation implementation data
<input checked="" type="checkbox"/>	Description of new teacher induction and mentoring programs
<input type="checkbox"/>	Other: _____

Standard 8: Professional Learning System

Indicator U: Purposeful Planning

Rating: Full Implementation

Characteristics

- ✓ Student and instructional staff outcome, demographic, process and perception data are used to identify and align professional learning priorities.
- ✓ Professional learning outcomes are developed specifically to address school improvement strategy areas.
- ✓ Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
- ✓ Professional learning is differentiated to meet the individual needs of instructional staff.
- ✓ Professional learning is designed to include a process to monitor and evaluate implementation and impact.

Evidences

- Team meeting agendas and minutes that indicate discussion of alignment between professional learning and school improvement initiatives
- ✓ School Improvement Plan showing the relationship between data analysis (student achievement data, survey data, student demographic data), professional development initiatives, and instructional strategies
- ✓ Results of teacher surveys that reflect needs related to professional learning
- Professional learning calendar including team time/staff meetings
- Documentation that coaches and teacher leaders are trained in adult learning theory
- Description of job-embedded professional learning opportunities provided to teachers (peer coaching, etc.)
- ✓ Documentation of District-Provided Professional Development (DPPD) that is aligned with school's needs
- ✓ School Improvement Plan includes evidence of resource allocation to support implementation of professional learning
- ✓ Evidence of differentiated professional learning to meet staff needs
- Completion of MDE Program Evaluation Tool
- Other: _____

Indicator V: Impact of Professional Learning

Rating: Full Implementation

Characteristics	
✓	Instructional staff understands and can articulate the professional learning outcomes and expectations
✓	Instructional staff implements skills learned in professional learning, as intended.
✓	Instructional staff receives feedback and support to fully implement new learning
✓	School leaders monitor the extent to which professional learning impacts adult instructional practices
✓	School leaders monitor the impact of changed adult instructional practices on student achievement.
✓	Sufficient resources exist to ensure fidelity of implementation of the professional learning.

Evidences	
<input type="checkbox"/>	Team meeting agendas and minutes that indicate ongoing discussions about implementation and impact of professional learning (including analysis of student achievement data)
<input type="checkbox"/>	Plan for evaluating the effectiveness of professional development and its impact on student achievement is reflected in the School Improvement Plan
✓	Communications to and from stakeholders that provide progress updates on implementation of professional learning and professional learning communities (e.g., newsletters, website, Board reports, social media)
✓	Student work samples that show evidence of implementation of staff professional learning
<input type="checkbox"/>	Evidence of allocated time for the support of implementation of new learning (Professional Learning Communities, etc.)
<input type="checkbox"/>	Samples of interviews/focus groups/surveys that provide data on monitoring implementation and evaluating the impact of the professional learning
✓	Observation protocol/walk-through data regarding application of skills and knowledge from professional learning
<input type="checkbox"/>	Sample Individual Professional Learning Plans
<input type="checkbox"/>	Teacher journal or learning log of implementation of professional learning
<input type="checkbox"/>	Completion of the MDE Program Evaluation Tool
<input type="checkbox"/>	Other: _____

Strand IV: School, Family, and Community Relations

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

Overall Rating: 3.0

Standard 9: Communication

Indicator W: Approaches and Tools

Rating: Full Implementation

Characteristics	
✓	The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
✓	Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.
✓	School leadership monitors and evaluates the effectiveness of its communication strategies.

Evidences	
<input type="checkbox"/>	Communication Plan that reflects a variety of approaches and tools
<input type="checkbox"/>	Examples of information related to curriculum, instruction, and assessment in various communication approaches and tools
✓	School newsletter
✓	School website, Internet portal for parents/families, social media (multiple platforms)
✓	Teacher websites
✓	Documentation of surveys and/or focus groups with stakeholders (questionnaires, discussion questions, data reports)
✓	Parent/family conference schedules showing varying times, locations, and modes
✓	Communications to parents/families indicating how services and programs were improved based on their feedback
✓	Communications in languages that reflect the school population
✓	Translators available to parents
<input type="checkbox"/>	Community forum minutes
<input type="checkbox"/>	Other: _____

Indicator X: Cultural Responsiveness

Rating: Full Implementation

Characteristics

- ✓ The school arranges flexible meetings and formats to address family and community needs.
- ✓ School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems

Evidences

- ✓ Records of meetings, open houses, and parent-teacher conferences that show a variety of locations and times
- School calendars that demonstrate responsiveness to cultural days of significance
- ✓ School/district communications/forms are direct, jargon-free, in a wide range of reading/comprehension levels and/or translated into languages reflected at the school
- ✓ School and/or teacher newsletters (paper copies available)
- ✓ Social media
- ✓ Websites
- ✓ Media releases
- ✓ Student, parent and employee handbooks
- ✓ Bilingual staff and volunteers are available to communicate with parents during school events
- ✓ Surveys, focus groups, informal conversations, and meeting formats are used to gather information from families and the community
- Other: _____

Standard10: Engagement

Indicator Y: Learning Opportunities

Rating: Full Implementation

Characteristics

- ✓ Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework).
- ✓ Families, students and community members actively participate as integral members of the school improvement process.
- ✓ Families and community members participate actively on committees to provide input on decisions that support student success.

Evidences

- ✓ Schedule of family programs addressing students' social, academic and developmental needs
- ✓ School Improvement Team roster listing parents and/or community members
- ✓ Evidence of parent/community leadership in the school improvement process, on committees, etc.
- ✓ Minutes and agendas from meetings that reflect parent/family involvement in school-based decisions
- ✓ Course syllabi/course overview or learning outcomes provided to parents/families in Parent Handbook or during Curriculum Night
- Syllabi/course overview and/or learning outcomes provided online
- Flexible school office hours to meet needs of parents/families
- ✓ National PTA or PTO website/links are included on school website, along with other school related resources (i.e., tutoring or counseling, etc.)
- ✓ Information on learning opportunities made available to family and community members
- Other: _____

Indicator Z: Partnerships

Rating: Full Implementation

Characteristics	
✓	There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.
✓	Families and community members are involved in the development of the district and school-level parent involvement plans.
✓	The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.

Evidences	
✓	Documentation of parent/family opportunities to be involved in enhancing student success (descriptions, times, locations, etc.)
✓	Working agreements between school and partner agencies
✓	Documentation of parent/family and community volunteer training (sign-in sheets, agendas, training materials, etc.)
✓	School improvement committee, school/district curriculum and/or program committees sign-in sheets
✓	Family/community member surveys regarding input in the continuous improvement processes
✓	Appreciation and acknowledgement events for families and community volunteers
<input type="checkbox"/>	Participation logs and/or agreements between school and community partners
✓	Partnerships with community donors (sponsorships)
✓	Documentation that administrators attend outreach meetings (e.g. rotary clubs, chamber of commerce, etc.)
<input type="checkbox"/>	Other: _____

Report Summary

Indicator	Beginning	Partial	Full	Sustained
Standard 1: Curriculum				
Indicator A: Alignment		✓		
Indicator B: Coherence			✓	
Standard 2: Instruction				
Indicator C: Instructional Design		✓		
Indicator D: Effective Instructional Practices		✓		
Indicator E: Learning Environment			✓	
Indicator F: Reflection			✓	
Standard 3: Assessment				
Indicator G: Assessment System		✓		
Indicator H: Shared Understanding			✓	
Indicator I: Data Analysis and Decision-Making			✓	
Indicator J: Student Involvement in the Assessment Process			✓	
Standard 4: Instructional Leadership				
Indicator K: A Vision for Learning			✓	
Indicator L: Guidance and Support for Teaching and Learning			✓	
Indicator M: Results-Focused			✓	
Standard 5: A Culture for Learning				
Indicator N: Safe and Supportive Environment			✓	
Indicator O: Shared Leadership for Learning			✓	
Standard 6: Organizational Management				
Indicator P: Communication Systems			✓	
Indicator Q: Intentional Practices			✓	
Indicator R: Resource Allocation			✓	
Standard 7: Professional Learning Culture				
Indicator S: Collaborative Teams			✓	
Indicator T: Collective Responsibility			✓	
Standard 8: Professional Learning System				
Indicator U: Purposeful Planning			✓	
Indicator V: Impact of Professional Learning			✓	
Standard 9: Communication				
Indicator W: Approaches and Tools			✓	
Indicator X: Cultural Responsiveness			✓	

Ed YES! Report

Columbia Elementary School

Indicator	Beginning	Partial	Full	Sustained
Standard10: Engagement				
Indicator Y: Learning Opportunities			✓	
Indicator Z: Partnerships			✓	



Ed YES! Report

Columbia Upper Elementary School

Columbia School District

Mrs. Christi O'Neil
321 SCHOOL ST
BROOKLYN, MI 49230-8504

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Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0. When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

School Systems Review

Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0.

When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning, and guide instructional decisions.

Overall Rating: 2.8

Standard 1: Curriculum

Indicator A: Alignment

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The written curriculum references Michigan's standards as adopted by the State Board of Education.
<input checked="" type="checkbox"/>	The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
<input type="checkbox"/>	Curriculum documents include guidelines for accommodations and modifications for all learners.
<input checked="" type="checkbox"/>	A systematic and documented process is used to collaboratively review the written curriculum for alignment to state standards and district curriculum.

Evidences	
<input checked="" type="checkbox"/>	Grade level/department/learning community meeting minutes reflect discussions regarding status of alignment
<input checked="" type="checkbox"/>	Lesson plans reference state standards and alignment to district's curriculum
<input checked="" type="checkbox"/>	Classroom observation data references state standards and alignment to district's curriculum
<input checked="" type="checkbox"/>	Classroom observations of learning objectives (objectives are posted and followed)
<input checked="" type="checkbox"/>	Surveys of Enacted Curriculum
<input type="checkbox"/>	Use of curriculum management software is documented
<input checked="" type="checkbox"/>	Curriculum maps contain specific information regarding what is taught and where it is taught
<input checked="" type="checkbox"/>	Pacing guides are aligned to the district curriculum and include detailed information useful in daily instructional practice
<input type="checkbox"/>	Personal Curriculum documents for students
<input type="checkbox"/>	Curriculum audit documentation
<input type="checkbox"/>	Other: _____

Indicator B: Coherence

Rating: Full Implementation

Characteristics

- ✓ Curriculum is clearly communicated to all stakeholders in a manner they can understand
- ✓ All educators have a deep and shared understanding of the standards they are to teach and how they connect to other grades/subjects
- ✓ Student learning outcomes are well defined, monitored, and measured
- ✓ Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
- ✓ Instructional staff engages in regular discussions of student learning expectations both horizontally (with colleagues in their grades or subjects) and vertically (across grades.)

Evidences

- ✓ Lesson/unit plans reflect common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
- ✓ Newsletters, on-line communication, displays of student work/portfolios, social media, brochures of grade level/subject curriculum content
- Standards-based/standards-referenced report cards
- Surveys and/or interviews with all staff
- ✓ Classroom observations, walk-throughs
- Surveys and/or interviews with students, parents, community members
- Surveys of Enacted Curriculum
- ✓ Grade level/department/learning community meeting minutes reflecting common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
- ✓ Pacing guides are organized with detailed information useful in daily instructional practice
- Other: _____

Standard 2: Instruction

Indicator C: Instructional Design

Rating: Full Implementation

Characteristics	
✓	Instruction is collaboratively planned to align to the district's written curriculum
✓	Instruction is designed to align with student learning needs that have been identified through the use of universal screening/formative assessment
✓	Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.
✓	Instruction is designed to meet the learning needs of all students.
✓	Instruction is designed to utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

Evidences	
✓	Meeting agenda/minutes of grade level/content area team meetings that indicate instructional alignment activities
✓	Student goal setting practices
✓	Data collection process to screen and monitor student achievement (universal screener informs instructional design – classroom, grade level, building)
✓	Common lesson plan template
✓	Lesson plans that include formative and summative assessments, depth of knowledge, and technology integration
✓	Lesson plans that include instructional modifications for students based on their needs and interests
✓	Evidence of differentiated instruction in Tier I based on student needs
✓	Intervention schedule for students
✓	Teacher schedules/school calendars show collaborative planning/meeting times
✓	Samples of student work that demonstrate rigorous thinking and high expectations for student achievement
<input type="checkbox"/>	Other: _____

Indicator D: Effective Instructional Practices

Rating: Full Implementation

Characteristics	
✓	Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
✓	Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
✓	Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
✓	Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
✓	A system of interventions is in place for all students, including developing and advanced students.
✓	Instruction integrates appropriate technology in order to enhance delivery and engage students.

Evidences	
✓	Student engagement surveys
✓	Walk-through or observation data regarding engagement, evidence of learning, effective instruction, use of research-based strategies, effective questioning, student work, artifacts of real-world application, evidence of cognitive rigor, clarity of learning targets, explicit vocabulary instruction, flexible grouping, technology integration
✓	Observational protocols that monitor implementation of instructional practices across the school
<input type="checkbox"/>	Universal screener data is used to assess student strengths and challenges to drive instructional decisions
✓	Professional learning community minutes/agendas reflecting use of data to drive instructional decisions
✓	School Improvement Plan reflects the implemented research-based instructional strategies
✓	Staffing and scheduling demonstrate implementation of a multi-tiered system of support
✓	Teacher/student artifacts that demonstrate differentiated lessons and assignments
<input type="checkbox"/>	Surveys of Enacted Curriculum (particularly use of depth-of-knowledge data)
✓	Modifications made to unit/lesson plans based on assessment data and student needs
<input type="checkbox"/>	Other: _____

Indicator E: Learning Environment

Rating: Full Implementation

Characteristics	
✓	The school culture is one of high academic expectations for all.
✓	High expectations for students are accompanied with appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
✓	Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for learning.
✓	School and classroom behavioral expectations are communicated to staff, students and families and are enforced consistently to support student success.

Evidences	
✓	Student goal setting
✓	Walkthrough or observation data regarding engagement, classroom management, effective classroom/school procedures, evidence of high expectations for all students, positive interactions between teacher/student and student/student
✓	Student, staff and parent perception surveys (e.g. NCA surveys, climate surveys, Michigan Profile for Healthy Youth (MiPHY))
✓	Staff professional learning on topics that enhance the learning environment (e.g., school culture and climate, student engagement and connectedness)
✓	Partnerships with community agencies are documented via agreement forms, goals, meeting minutes, lesson plans that include service learning, etc. (e.g. mental health, homeless shelters, domestic assault shelters, businesses)
✓	Meeting agendas/minutes that reflect discussions and decisions regarding the learning environment
✓	School handbook reflects behavioral expectations for all students and is up to date with current law
✓	Positive Behavioral expectations and learning inspirations are posted throughout the school
✓	Multi-tiered system of support (process, structures, data collection/use, and interventions for learning and behavior)
<input type="checkbox"/>	Data walls in classrooms and/or department/grade level areas
<input type="checkbox"/>	Other: _____

Indicator F: Reflection**Rating: Full Implementation****Characteristics**

- ✓ Educators collaborate to review, reflect on, and refine their instructional practice based on multiple assessments, such as formative and/or benchmark assessments, observations, and student work.
- ✓ Educators reflect on the effectiveness of the instructional design, appropriateness of resources, and use of research-based strategies and make necessary modifications.
- ✓ Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success

Evidences

- ✓ Professional Learning Community/Grade Level/Content Area meeting agendas, meeting minutes that document the decisions made from reflective conversations
- Teachers record themselves teaching and get feedback from colleagues, make instructional decisions
- Reflection protocols/reflection journals are used with walkthrough data, teacher videos of their own instruction, classroom observations, and/or peer observations
- ✓ Examples of lesson plan modifications made as a result of reflective conversations
- ✓ Example of protocol/staff discussion about research-based instructional strategies in lesson plans
- ✓ Student surveys/feedback on instructional effectiveness
- ✓ Parent perception surveys regarding instructional effectiveness
- ✓ Protocols/documentation of teachers collaboratively examining lesson plans and student work samples
- ✓ School calendar includes collaborative meetings/time for Professional Learning Communities, data dialogue, teacher reflection/feedback
- Other: _____

Standard 3: Assessment

Indicator G: Assessment System

Rating: Full Implementation

Characteristics

- ✓ The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.
- ✓ District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- ✓ Classroom assessments are designed to be developmentally appropriate.
- ✓ Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards
- ✓ Instructional staff has access to assessment data on a continual basis.
- ✓ Assessments support the school's system of interventions.

Evidences

- ✓ Committee minutes that describe the process used to adopt and analyze assessments
- ✓ Documentation of professional learning on assessment literacy
- ✓ Documentation that assessments are aligned with the state standards and reflect rigor/depth of knowledge
- ✓ Documentation of adherence to administration procedures/processes for assessments
- ✓ School and classroom assessment plans/calendar
- ✓ Universal screening data for reading and/or math
- Inventory of assessments administered and their purposes
- ✓ Pacing guides and/or curriculum guides include common formative and summative assessments
- ✓ Data management system is in place (to track and analyze student assessment data)
- District-school-grade level/content level assessment alignment document shows vertical and horizontal alignment
- Other: _____

Indicator H: Shared Understanding

Rating: Full Implementation

Characteristics	
✓	All instructional staff can communicate the appropriate purposes and uses of assessment.
✓	Assessment results are shared and discussed with staff in a timely manner and useful format.
✓	Reports of student data are communicated to students and parents in a manner that they can understand.

Evidences	
✓	Documentation of professional learning for staff on assessment literacy
✓	Sample of parent communications about assessment results
✓	Assessment plans
✓	Agendas/minutes from meetings reflecting the purposes and uses of data
<input type="checkbox"/>	Student/parent/teacher handbooks include information about assessment purposes and uses
✓	Documentation of data shared with families at conferences
✓	Examples of data reports staff use to analyze disaggregated student assessment data
✓	Professional development on understanding assessment results, purposes, uses
✓	Curriculum guides identify formative, interim, and summative assessment
<input type="checkbox"/>	Student assessment portfolios (used to communicate results to students and families)
<input type="checkbox"/>	Other: _____

Indicator I: Data Analysis and Decision-Making

Rating: Full Implementation

Characteristics	
✓	Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions.
✓	Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
✓	Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice.
✓	Assessment data are used to place students, monitor progress and drive timely interventions.

Evidences	
✓	Committee meeting agendas/minutes that reflect collaborative data-based discussions and actions taken
✓	Professional learning that focuses on developing skills in the interpretation and use of data
✓	Professional Learning Community documentation of using student data to inform instructional practices
✓	Data Dialogue evidence such as data displays, data graphs, analysis charts
✓	Lesson plans reflect changes made in instruction based on data analysis
✓	School Improvement team meeting/goal committee meeting agendas and minutes showing the role of data analysis in improvement planning
✓	Examples of protocols (defined processes) used in data analysis meetings/sessions
✓	Data meetings regarding program evaluations (e.g., data collected for Multi-Tiered Systems of Support)
✓	Staff time to share/reflect on results from common assessments and adjust common assessments
✓	Meeting minutes/agendas from teachers sharing successful practices (based on data)
<input type="checkbox"/>	Other: _____

Indicator J: Student Involvement in the Assessment Process

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	Students understand the criteria and expectations for demonstrating their learning
<input checked="" type="checkbox"/>	Students receive descriptive feedback based on their performance, as well as guidance on how to improve
<input type="checkbox"/>	Students are taught how to self-assess and plan for improvement
<input checked="" type="checkbox"/>	Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

Evidences	
<input checked="" type="checkbox"/>	Learning targets are posted in student-friendly language
<input checked="" type="checkbox"/>	Example of student-generated improvement goals
<input checked="" type="checkbox"/>	Exemplars of individual student progress logs/charts
<input type="checkbox"/>	Student portfolios
<input type="checkbox"/>	Sample of student/teacher feedback form
<input checked="" type="checkbox"/>	Rubrics designed to give students feedback and guidance
<input checked="" type="checkbox"/>	Lesson plans reflect instruction in the student reflection process
<input checked="" type="checkbox"/>	Evidence of professional learning on how to involve students in the assessment process
<input checked="" type="checkbox"/>	Lesson plans reflect explicit teaching/discussion of learning targets with students
<input checked="" type="checkbox"/>	Examples of student-led conferences
<input type="checkbox"/>	Other: _____

Strand II: Leadership for Learning

School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

Overall Rating: 3.25

Standard 4: Instructional Leadership

Indicator K: A Vision for Learning

Rating: Full Implementation

Characteristics	
✓	School leaders collaboratively create and communicate a shared vision for learning aligned to the district vision.
✓	The school's mission and school improvement goals are aligned with the vision for learning.
✓	The vision includes high expectations of learning for students and staff.
✓	The vision is understood and supported by students, staff, families and community members.
Evidences	
✓	Meeting agendas/minutes that demonstrate collaborative development/revision of vision statement
✓	Evidence that demonstrates consideration of the vision statement when developing/revising the mission and school improvement goals
✓	School Improvement Plan contains the school's vision statement
✓	Lesson plans demonstrate high expectations for student learning
✓	Professional learning plans for staff reflect connections to the school vision and mission
✓	Staff meeting minutes include discussion of vision statement (after it is created)
✓	Survey results that demonstrate stakeholder input, understanding and commitment to the vision
<input type="checkbox"/>	Vision statement is posted in multiple places (classrooms, hallways, school office, website, social media, etc.)
✓	Agendas, meeting minutes from PTA/PTO meeting or Curriculum Night when the school vision is discussed
<input type="checkbox"/>	Other: _____

Indicator L: Guidance and Support for Teaching and Learning

Rating: Sustained Implementation

Characteristics	
✓	The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders.
✓	School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning.
✓	School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices.
✓	School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
✓	School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

Evidences	
<input type="checkbox"/>	Professional Learning Plans that focus on increased understanding of curriculum content, instructional practices and/or quality assessment practices
✓	Meeting agendas and minutes reflect use of student data to inform curriculum, instruction and assessment decisions
✓	Walk-through data reflecting appropriate enacted curriculum, research-based instructional practices and assessments
✓	Professional Learning logs kept by teachers and administrators on curriculum, instruction, and assessment
✓	Teacher evaluation components regarding curriculum, instruction, and assessment
✓	Schedule of school leader and teacher conferencing/meetings regarding curriculum, instruction, and assessment data
✓	Documentation of teacher self-reflection on their own instructional practices
<input type="checkbox"/>	Meeting agendas and minutes that demonstrate school leaders ensure the use of results from the Surveys of Enacted Curriculum
✓	Minutes, agendas, reports from meetings of school leaders with district leaders regarding curriculum, instruction, and assessment
<input type="checkbox"/>	Other: _____

Indicator M: Results-Focused**Rating: Full Implementation****Characteristics**

- ✓ School leaders use data and research to drive decisions and measure progress toward school improvement goals.
- ✓ Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- ✓ School leaders use data to hold themselves and others accountable for progress.
- ✓ School leaders support the process/system that allows teams to delve into the implications of data.
- ✓ School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

Evidences

- ✓ Evidence that programs and practices are monitored and evaluated for effectiveness using multiple sources of data
- Data documenting the fidelity of implementation of programs and practices
- ✓ Team meeting agendas and minutes showing use of student data to make instructional and curriculum content decisions
- ✓ Evidence of entrance and exit performance criteria for various programs
- ✓ Evidence regarding how student placements are changed based upon data on student needs
- Documentation that includes movement of students from Tiers 2-3 to Tier 1
- ✓ Building-level aggregated data from Continuous Improvement and Monitoring System (CIMS) workbook
- Progress notes in the School Improvement Plan that include impact of implementation
- Written descriptions of protocols/processes for data analysis
- Public displays of data showing progress toward school improvement goals
- ✓ Other: Monthly monitoring systems are in place: staff meetings, curriculum meetings and school improvement

Standard 5: A Culture for Learning

Indicator N: Safe and Supportive Environment

Rating: Sustained Implementation

Characteristics	
✓	School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all.
✓	School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
✓	Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
✓	Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
✓	Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

Evidences	
✓	Evidence that anti-bullying policy is established, publicized, and implemented
✓	Clearly defined learning and behavioral expectations are visible throughout the school
✓	Student/Parent/Staff/Leadership Handbooks describe safety and behavior expectations
✓	Communications regarding high expectations for students and staff
✓	Documentation of professional learning regarding components of healthy school climates, cultural proficiency, etc.
✓	Results of climate surveys (including the extent to which school leaders are perceived as approachable, supportive, fair, and consistent in applying school rules)
✓	Results of needs-assessments that identify issues of safe and supportive schools are addressed
✓	Results of student surveys (e.g., Mi-PHY survey, High School Survey of Student Engagement (HSSE) etc.) are addressed
✓	Evidence that longitudinal data on student behavior, discipline, attendance, and drop-outs are analyzed and addressed
<input type="checkbox"/>	Evidence that students receive appropriate support (referral services for students in crisis, counseling, etc.)
<input type="checkbox"/>	Other: _____

Indicator O: Shared Leadership for Learning

Rating: Full Implementation

Characteristics	
✓	Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
✓	All staff have the opportunity for leadership roles within the school.
✓	Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
✓	School leaders support the development of collegial relationships and high performing teams.
✓	Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.

Evidences	
✓	Evidence of leadership training and learning opportunities
✓	Evidence of stakeholders taking leadership roles
<input type="checkbox"/>	Documentation of available leadership roles and the process used to identify potential successors to fill these roles
<input type="checkbox"/>	Documentation that describes the induction and mentoring process for new leaders
<input type="checkbox"/>	Professional library and/or resources that supports leadership development
✓	Professional learning on high-performing teams
<input type="checkbox"/>	Results of surveys that indicate potential interest in leadership roles and evaluation of the leadership placement process
✓	Professional Learning Community meeting notes and agendas reflect shared leadership
✓	Staff meeting minutes document evidence of staff making decisions
✓	School calendar shows staff collaboration time
<input type="checkbox"/>	Other: _____

Standard 6: Organizational Management

Indicator P: Communication Systems

Rating: Full Implementation

Characteristics

- ✓ School leaders plan, implement, and continuously improve communication systems to inform, engage, and gather input from students, instructional staff, families and the community.
- ✓ School leaders utilize a variety of appropriate communication tools and approaches.
- ✓ School leaders implement communication systems to address diversity in language and culture.
- ✓ The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.

Evidences

- ✓ Communication Plan
- ✓ Samples of ongoing communications (e.g., newsletters, websites, press releases, social media, focus groups, automated message system, parent Internet portal, community forums)
- Samples of communications in languages that reflect the school population
- ✓ Records of communications with, and from, stakeholders
- Evidence of translators, communications in multiple languages
- ✓ Results of surveys regarding satisfaction with communication system
- ✓ Documentation of student representatives/student council members
- ✓ Results of surveys regarding concerns and needs of stakeholders
- ✓ Public postings (website, social-media) of survey results
- ✓ Communication section of an emergency management plan
- Other: _____

Indicator Q: Intentional Practices

Rating: Full Implementation

Characteristics	
✓	There is a building-wide decision-making process with protocols that is shared and understood by stakeholders.
✓	Working collaboratively, school leaders develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.
✓	School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities.
✓	School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).

Evidences	
✓	Documentation of decision-making process and protocols and how it was communicated to stakeholders
✓	Documentation of a collaborative School Improvement Planning process (minutes, agendas)
<input type="checkbox"/>	Progress notes in the School Improvement Plan showing how barriers were identified and addressed
✓	Communications to staff showing the alignment of classroom activities to the School Improvement Plan
✓	Copies of schedules of observations, individual teacher meetings, goal-setting process
✓	Documentation of the ways in which staff qualifications match staff assignments
<input type="checkbox"/>	Documentation of adjustments made to school-wide systems based on collaborative decision making
<input type="checkbox"/>	Team meeting notes from ad-hoc committees or staff meetings which addressed barriers
✓	Student schedules which show flexibility based upon student needs identified by data
✓	Data from surveys that indicate stakeholder opinions regarding existing systems and processes
<input type="checkbox"/>	Other: _____

Indicator R: Resource Allocation

Rating: Full Implementation

Characteristics	
✓	Multiple sources of data are used by school leaders to prioritize resource allocations.
✓	Working within district guidelines, school administrators identify, assign, promote and retain those with qualifications and proven results in serving the school's mission.
✓	School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan.
✓	Students with high needs are a priority when budget and resource allocation decisions are made.
✓	School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.

Evidences	
✓	Resource allocation is determined by evidence of student and staff needs (surveys, interviews, discussions)
✓	Copy of the school budget showing resources aligned to student achievement needs
✓	School Improvement Plan that shows designated resources for activities supporting priority student achievement areas
✓	Team agendas/minutes that indicate decision-making on resource allocation
✓	Documentation of school practices/policies aligned to district practices/policies
✓	Copies of grant applications, award letters, memos of understanding, that indicate receipt of additional resources
<input type="checkbox"/>	Documentation of the budgeting process including timeline, decision-making, required participation, and communication with district leaders
✓	Evidence of use of MI School Data
✓	Data warehouse or software to store and analyze student assessment data
✓	Special education information system
<input type="checkbox"/>	Other: _____

Strand III: Professional Learning Culture

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Overall Rating: 3.0

Standard 7: Professional Learning Culture

Indicator S: Collaborative Teams

Rating: Full Implementation

Characteristics	
✓	A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement.
✓	Structures and systems are in place for collaborative planning time for learning teams.
✓	Teams utilize protocols and collaboration time effectively.
✓	Instructional staff collaborates regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

Evidences	
✓	Evidence of professional learning on ways to work collaboratively on teams
<input type="checkbox"/>	Evidence of collaboration such as coaching/mentoring, action research, peer study groups
<input type="checkbox"/>	Evidence of peer observation, feedback and coaching (peer coaching logs, etc.)
<input type="checkbox"/>	Data "walls" or other visual representations of data
✓	Examples of staff working together to progress monitor students and instruction
✓	Calendar of data analysis meetings
<input type="checkbox"/>	Evidence of data dialogues that occur in Professional Learning Teams
<input type="checkbox"/>	Common planning time schedule
<input type="checkbox"/>	Survey of teachers regarding opportunities for context-embedded professional development
<input type="checkbox"/>	Protocols for collaborative team meetings within and across grade levels and content areas
✓	Other: monthly curriculum meetings are held as well as release time for additional PD in math where our scores have been below expectations

Indicator T: Collective Responsibility

Rating: Full Implementation

Characteristics	
✓	Instructional staff teams and individuals take active roles in creating and leading professional learning.
✓	Instructional staff holds one another accountable for implementing what is learned from professional learning.
✓	Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.

Evidences	
✓	Staff meeting agendas that show teachers leading professional learning
✓	Walk-through data that shows evidence of the implementation of professional learning
✓	Evidence of peer-to-peer coaching (protocols, feedback, etc.)
✓	Evidence of teacher teams recommending professional learning based on school needs (e.g. surveys, school improvement activities)
<input type="checkbox"/>	Documentation of vertical grade-level team meetings that focus on the impact of collaborative professional learning
✓	Samples of teacher work/video-taped lessons for discussion/review
✓	Evidence of teacher leaders sharing promising practices and receiving feedback
<input type="checkbox"/>	“Instructional Rounds” training provided to staff
<input type="checkbox"/>	Program Evaluation implementation data
✓	Description of new teacher induction and mentoring programs
<input type="checkbox"/>	Other: _____

Standard 8: Professional Learning System

Indicator U: Purposeful Planning

Rating: Full Implementation

Characteristics

- ✓ Student and instructional staff outcome, demographic, process and perception data are used to identify and align professional learning priorities.
- ✓ Professional learning outcomes are developed specifically to address school improvement strategy areas.
- ✓ Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
- ✓ Professional learning is differentiated to meet the individual needs of instructional staff.
- ✓ Professional learning is designed to include a process to monitor and evaluate implementation and impact.

Evidences

- ✓ Team meeting agendas and minutes that indicate discussion of alignment between professional learning and school improvement initiatives
- ✓ School Improvement Plan showing the relationship between data analysis (student achievement data, survey data, student demographic data), professional development initiatives, and instructional strategies
- ✓ Results of teacher surveys that reflect needs related to professional learning
- ✓ Professional learning calendar including team time/staff meetings
- Documentation that coaches and teacher leaders are trained in adult learning theory
- ✓ Description of job-embedded professional learning opportunities provided to teachers (peer coaching, etc.)
- ✓ Documentation of District-Provided Professional Development (DPPD) that is aligned with school's needs
- ✓ School Improvement Plan includes evidence of resource allocation to support implementation of professional learning
- ✓ Evidence of differentiated professional learning to meet staff needs
- ✓ Completion of MDE Program Evaluation Tool
- Other: _____

Indicator V: Impact of Professional Learning

Rating: Full Implementation

Characteristics	
✓	Instructional staff understands and can articulate the professional learning outcomes and expectations
✓	Instructional staff implements skills learned in professional learning, as intended.
✓	Instructional staff receives feedback and support to fully implement new learning
✓	School leaders monitor the extent to which professional learning impacts adult instructional practices
✓	School leaders monitor the impact of changed adult instructional practices on student achievement.
✓	Sufficient resources exist to ensure fidelity of implementation of the professional learning.

Evidences	
✓	Team meeting agendas and minutes that indicate ongoing discussions about implementation and impact of professional learning (including analysis of student achievement data)
✓	Plan for evaluating the effectiveness of professional development and its impact on student achievement is reflected in the School Improvement Plan
✓	Communications to and from stakeholders that provide progress updates on implementation of professional learning and professional learning communities (e.g., newsletters, website, Board reports, social media)
✓	Student work samples that show evidence of implementation of staff professional learning
<input type="checkbox"/>	Evidence of allocated time for the support of implementation of new learning (Professional Learning Communities, etc.)
✓	Samples of interviews/focus groups/surveys that provide data on monitoring implementation and evaluating the impact of the professional learning
✓	Observation protocol/walk-through data regarding application of skills and knowledge from professional learning
✓	Sample Individual Professional Learning Plans
✓	Teacher journal or learning log of implementation of professional learning
✓	Completion of the MDE Program Evaluation Tool
<input type="checkbox"/>	Other: _____

Strand IV: School, Family, and Community Relations

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

Overall Rating: 2.5

Standard 9: Communication

Indicator W: Approaches and Tools

Rating: Full Implementation

Characteristics	
✓	The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
✓	Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.
✓	School leadership monitors and evaluates the effectiveness of its communication strategies.

Evidences	
✓	Communication Plan that reflects a variety of approaches and tools
✓	Examples of information related to curriculum, instruction, and assessment in various communication approaches and tools
✓	School newsletter
✓	School website, Internet portal for parents/families, social media (multiple platforms)
✓	Teacher websites
✓	Documentation of surveys and/or focus groups with stakeholders (questionnaires, discussion questions, data reports)
✓	Parent/family conference schedules showing varying times, locations, and modes
✓	Communications to parents/families indicating how services and programs were improved based on their feedback
<input type="checkbox"/>	Communications in languages that reflect the school population
<input type="checkbox"/>	Translators available to parents
✓	Community forum minutes
<input type="checkbox"/>	Other: _____

Indicator X: Cultural Responsiveness

Rating: Full Implementation

Characteristics	
✓	The school arranges flexible meetings and formats to address family and community needs.
✓	School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems

Evidences	
✓	Records of meetings, open houses, and parent-teacher conferences that show a variety of locations and times
✓	School calendars that demonstrate responsiveness to cultural days of significance
✓	School/district communications/forms are direct, jargon-free, in a wide range of reading/comprehension levels and/or translated into languages reflected at the school
✓	School and/or teacher newsletters (paper copies available)
✓	Social media
✓	Websites
✓	Media releases
✓	Student, parent and employee handbooks
<input type="checkbox"/>	Bilingual staff and volunteers are available to communicate with parents during school events
✓	Surveys, focus groups, informal conversations, and meeting formats are used to gather information from families and the community
<input type="checkbox"/>	Other: _____

Standard10: Engagement

Indicator Y: Learning Opportunities

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework).
<input type="checkbox"/>	Families, students and community members actively participate as integral members of the school improvement process.
<input checked="" type="checkbox"/>	Families and community members participate actively on committees to provide input on decisions that support student success.

Evidences	
<input checked="" type="checkbox"/>	Schedule of family programs addressing students' social, academic and developmental needs
<input type="checkbox"/>	School Improvement Team roster listing parents and/or community members
<input type="checkbox"/>	Evidence of parent/community leadership in the school improvement process, on committees, etc.
<input checked="" type="checkbox"/>	Minutes and agendas from meetings that reflect parent/family involvement in school-based decisions
<input checked="" type="checkbox"/>	Course syllabi/course overview or learning outcomes provided to parents/families in Parent Handbook or during Curriculum Night
<input checked="" type="checkbox"/>	Syllabi/course overview and/or learning outcomes provided online
<input checked="" type="checkbox"/>	Flexible school office hours to meet needs of parents/families
<input checked="" type="checkbox"/>	National PTA or PTO website/links are included on school website, along with other school related resources (i.e., tutoring or counseling, etc.)
<input checked="" type="checkbox"/>	Information on learning opportunities made available to family and community members
<input type="checkbox"/>	Other: _____

Indicator Z: Partnerships

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.
<input type="checkbox"/>	Families and community members are involved in the development of the district and school-level parent involvement plans.
<input checked="" type="checkbox"/>	The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.

Evidences	
<input checked="" type="checkbox"/>	Documentation of parent/family opportunities to be involved in enhancing student success (descriptions, times, locations, etc.)
<input checked="" type="checkbox"/>	Working agreements between school and partner agencies
<input type="checkbox"/>	Documentation of parent/family and community volunteer training (sign-in sheets, agendas, training materials, etc.)
<input checked="" type="checkbox"/>	School improvement committee, school/district curriculum and/or program committees sign-in sheets
<input checked="" type="checkbox"/>	Family/community member surveys regarding input in the continuous improvement processes
<input checked="" type="checkbox"/>	Appreciation and acknowledgement events for families and community volunteers
<input type="checkbox"/>	Participation logs and/or agreements between school and community partners
<input checked="" type="checkbox"/>	Partnerships with community donors (sponsorships)
<input checked="" type="checkbox"/>	Documentation that administrators attend outreach meetings (e.g. rotary clubs, chamber of commerce, etc.)
<input type="checkbox"/>	Other: _____

Report Summary

Indicator	Beginning	Partial	Full	Sustained
Standard 1: Curriculum				
Indicator A: Alignment		✓		
Indicator B: Coherence			✓	
Standard 2: Instruction				
Indicator C: Instructional Design			✓	
Indicator D: Effective Instructional Practices			✓	
Indicator E: Learning Environment			✓	
Indicator F: Reflection			✓	
Standard 3: Assessment				
Indicator G: Assessment System			✓	
Indicator H: Shared Understanding			✓	
Indicator I: Data Analysis and Decision-Making			✓	
Indicator J: Student Involvement in the Assessment Process		✓		
Standard 4: Instructional Leadership				
Indicator K: A Vision for Learning			✓	
Indicator L: Guidance and Support for Teaching and Learning				✓
Indicator M: Results-Focused			✓	
Standard 5: A Culture for Learning				
Indicator N: Safe and Supportive Environment				✓
Indicator O: Shared Leadership for Learning			✓	
Standard 6: Organizational Management				
Indicator P: Communication Systems			✓	
Indicator Q: Intentional Practices			✓	
Indicator R: Resource Allocation			✓	
Standard 7: Professional Learning Culture				
Indicator S: Collaborative Teams			✓	
Indicator T: Collective Responsibility			✓	
Standard 8: Professional Learning System				
Indicator U: Purposeful Planning			✓	
Indicator V: Impact of Professional Learning			✓	
Standard 9: Communication				
Indicator W: Approaches and Tools			✓	
Indicator X: Cultural Responsiveness			✓	

Ed YES! Report

Columbia Upper Elementary School

Indicator	Beginning	Partial	Full	Sustained
Standard10: Engagement				
Indicator Y: Learning Opportunities		✓		
Indicator Z: Partnerships		✓		



Ed YES! Report

Columbia Central High School

Columbia School District

Daniel Hyliard, Principal
11775 HEWITT RD
BROOKLYN, MI 49230-8961

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Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0. When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

School Systems Review

Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0.

When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning, and guide instructional decisions.

Overall Rating: 3.2

Standard 1: Curriculum

Indicator A: Alignment

Rating: Full Implementation

Characteristics	
✓	The written curriculum references Michigan's standards as adopted by the State Board of Education.
✓	The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
✓	Curriculum documents include guidelines for accommodations and modifications for all learners.
✓	A systematic and documented process is used to collaboratively review the written curriculum for alignment to state standards and district curriculum.
Evidences	
✓	Grade level/department/learning community meeting minutes reflect discussions regarding status of alignment
✓	Lesson plans reference state standards and alignment to district's curriculum
✓	Classroom observation data references state standards and alignment to district's curriculum
✓	Classroom observations of learning objectives (objectives are posted and followed)
✓	Surveys of Enacted Curriculum
<input type="checkbox"/>	Use of curriculum management software is documented
✓	Curriculum maps contain specific information regarding what is taught and where it is taught
✓	Pacing guides are aligned to the district curriculum and include detailed information useful in daily instructional practice
✓	Personal Curriculum documents for students
<input type="checkbox"/>	Curriculum audit documentation
✓	Other: The district is currently investigating the use and benefits of Atlas Curriculum Management Software.

Indicator B: Coherence

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	Curriculum is clearly communicated to all stakeholders in a manner they can understand
<input checked="" type="checkbox"/>	All educators have a deep and shared understanding of the standards they are to teach and how they connect to other grades/subjects
<input checked="" type="checkbox"/>	Student learning outcomes are well defined, monitored, and measured
<input checked="" type="checkbox"/>	Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
<input type="checkbox"/>	Instructional staff engages in regular discussions of student learning expectations both horizontally (with colleagues in their grades or subjects) and vertically (across grades.)

Evidences	
<input checked="" type="checkbox"/>	Lesson/unit plans reflect common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
<input checked="" type="checkbox"/>	Newsletters, on-line communication, displays of student work/portfolios, social media, brochures of grade level/subject curriculum content
<input checked="" type="checkbox"/>	Standards-based/standards-referenced report cards
<input checked="" type="checkbox"/>	Surveys and/or interviews with all staff
<input checked="" type="checkbox"/>	Classroom observations, walk-throughs
<input checked="" type="checkbox"/>	Surveys and/or interviews with students, parents, community members
<input type="checkbox"/>	Surveys of Enacted Curriculum
<input checked="" type="checkbox"/>	Grade level/department/learning community meeting minutes reflecting common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
<input type="checkbox"/>	Pacing guides are organized with detailed information useful in daily instructional practice
<input type="checkbox"/>	Other: _____

Standard 2: Instruction

Indicator C: Instructional Design

Rating: Sustained Implementation

Characteristics

- ✓ Instruction is collaboratively planned to align to the district's written curriculum
- ✓ Instruction is designed to align with student learning needs that have been identified through the use of universal screening/formative assessment
- ✓ Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.
- ✓ Instruction is designed to meet the learning needs of all students.
- ✓ Instruction is designed to utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

Evidences

- ✓ Meeting agenda/minutes of grade level/content area team meetings that indicate instructional alignment activities
- ✓ Student goal setting practices
- ✓ Data collection process to screen and monitor student achievement (universal screener informs instructional design – classroom, grade level, building)
- Common lesson plan template
- ✓ Lesson plans that include formative and summative assessments, depth of knowledge, and technology integration
- ✓ Lesson plans that include instructional modifications for students based on their needs and interests
- ✓ Evidence of differentiated instruction in Tier I based on student needs
- ✓ Intervention schedule for students
- ✓ Teacher schedules/school calendars show collaborative planning/meeting times
- ✓ Samples of student work that demonstrate rigorous thinking and high expectations for student achievement
- Other: _____

Indicator D: Effective Instructional Practices

Rating: Sustained Implementation

Characteristics	
✓	Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
✓	Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
✓	Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
✓	Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
✓	A system of interventions is in place for all students, including developing and advanced students.
✓	Instruction integrates appropriate technology in order to enhance delivery and engage students.

Evidences	
<input type="checkbox"/>	Student engagement surveys
✓	Walk-through or observation data regarding engagement, evidence of learning, effective instruction, use of research-based strategies, effective questioning, student work, artifacts of real-world application, evidence of cognitive rigor, clarity of learning targets, explicit vocabulary instruction, flexible grouping, technology integration
✓	Observational protocols that monitor implementation of instructional practices across the school
✓	Universal screener data is used to assess student strengths and challenges to drive instructional decisions
✓	Professional learning community minutes/agendas reflecting use of data to drive instructional decisions
✓	School Improvement Plan reflects the implemented research-based instructional strategies
✓	Staffing and scheduling demonstrate implementation of a multi-tiered system of support
✓	Teacher/student artifacts that demonstrate differentiated lessons and assignments
<input type="checkbox"/>	Surveys of Enacted Curriculum (particularly use of depth-of-knowledge data)
✓	Modifications made to unit/lesson plans based on assessment data and student needs
<input type="checkbox"/>	Other: _____

Indicator E: Learning Environment

Rating: Sustained Implementation

Characteristics	
✓	The school culture is one of high academic expectations for all.
✓	High expectations for students are accompanied with appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
✓	Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for learning.
✓	School and classroom behavioral expectations are communicated to staff, students and families and are enforced consistently to support student success.

Evidences	
<input type="checkbox"/>	Student goal setting
✓	Walkthrough or observation data regarding engagement, classroom management, effective classroom/school procedures, evidence of high expectations for all students, positive interactions between teacher/student and student/student
✓	Student, staff and parent perception surveys (e.g. NCA surveys, climate surveys, Michigan Profile for Healthy Youth (MiPHY))
✓	Staff professional learning on topics that enhance the learning environment (e.g., school culture and climate, student engagement and connectedness)
✓	Partnerships with community agencies are documented via agreement forms, goals, meeting minutes, lesson plans that include service learning, etc. (e.g. mental health, homeless shelters, domestic assault shelters, businesses)
✓	Meeting agendas/minutes that reflect discussions and decisions regarding the learning environment
✓	School handbook reflects behavioral expectations for all students and is up to date with current law
✓	Positive Behavioral expectations and learning inspirations are posted throughout the school
✓	Multi-tiered system of support (process, structures, data collection/use, and interventions for learning and behavior)
✓	Data walls in classrooms and/or department/grade level areas
<input type="checkbox"/>	Other: _____

Indicator F: Reflection**Rating: Full Implementation****Characteristics**

- ✓ Educators collaborate to review, reflect on, and refine their instructional practice based on multiple assessments, such as formative and/or benchmark assessments, observations, and student work.
- ✓ Educators reflect on the effectiveness of the instructional design, appropriateness of resources, and use of research-based strategies and make necessary modifications.
- ✓ Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success

Evidences

- ✓ Professional Learning Community/Grade Level/Content Area meeting agendas, meeting minutes that document the decisions made from reflective conversations
- Teachers record themselves teaching and get feedback from colleagues, make instructional decisions
- ✓ Reflection protocols/reflection journals are used with walkthrough data, teacher videos of their own instruction, classroom observations, and/or peer observations
- ✓ Examples of lesson plan modifications made as a result of reflective conversations
- ✓ Example of protocol/staff discussion about research-based instructional strategies in lesson plans
- ✓ Student surveys/feedback on instructional effectiveness
- ✓ Parent perception surveys regarding instructional effectiveness
- ✓ Protocols/documentation of teachers collaboratively examining lesson plans and student work samples
- ✓ School calendar includes collaborative meetings/time for Professional Learning Communities, data dialogue, teacher reflection/feedback
- ✓ Other: Our 5 non-tenured staff meet regularly with both new and veteran educators for peer-to-peer support and reflection. Lessons are then modified accordingly.

Standard 3: Assessment

Indicator G: Assessment System

Rating: Partial Implementation

Characteristics

- ✓ The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.
- ✓ District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- ✓ Classroom assessments are designed to be developmentally appropriate.
- ✓ Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards
- ✓ Instructional staff has access to assessment data on a continual basis.
- ✓ Assessments support the school's system of interventions.

Evidences

- ✓ Committee minutes that describe the process used to adopt and analyze assessments
- ✓ Documentation of professional learning on assessment literacy
- ✓ Documentation that assessments are aligned with the state standards and reflect rigor/depth of knowledge
- ✓ Documentation of adherence to administration procedures/processes for assessments
- ✓ School and classroom assessment plans/calendar
- ✓ Universal screening data for reading and/or math
- ✓ Inventory of assessments administered and their purposes
- ✓ Pacing guides and/or curriculum guides include common formative and summative assessments
- ✓ Data management system is in place (to track and analyze student assessment data)
- ✓ District-school-grade level/content level assessment alignment document shows vertical and horizontal alignment
- Other: _____

Indicator H: Shared Understanding

Rating: Sustained Implementation

Characteristics	
<input checked="" type="checkbox"/>	All instructional staff can communicate the appropriate purposes and uses of assessment.
<input checked="" type="checkbox"/>	Assessment results are shared and discussed with staff in a timely manner and useful format.
<input checked="" type="checkbox"/>	Reports of student data are communicated to students and parents in a manner that they can understand.

Evidences	
<input checked="" type="checkbox"/>	Documentation of professional learning for staff on assessment literacy
<input checked="" type="checkbox"/>	Sample of parent communications about assessment results
<input checked="" type="checkbox"/>	Assessment plans
<input checked="" type="checkbox"/>	Agendas/minutes from meetings reflecting the purposes and uses of data
<input checked="" type="checkbox"/>	Student/parent/teacher handbooks include information about assessment purposes and uses
<input checked="" type="checkbox"/>	Documentation of data shared with families at conferences
<input checked="" type="checkbox"/>	Examples of data reports staff use to analyze disaggregated student assessment data
<input checked="" type="checkbox"/>	Professional development on understanding assessment results, purposes, uses
<input checked="" type="checkbox"/>	Curriculum guides identify formative, interim, and summative assessment
<input type="checkbox"/>	Student assessment portfolios (used to communicate results to students and families)
<input type="checkbox"/>	Other: _____

Indicator I: Data Analysis and Decision-Making

Rating: Sustained Implementation

Characteristics	
✓	Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions.
✓	Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
✓	Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice.
✓	Assessment data are used to place students, monitor progress and drive timely interventions.

Evidences	
✓	Committee meeting agendas/minutes that reflect collaborative data-based discussions and actions taken
✓	Professional learning that focuses on developing skills in the interpretation and use of data
✓	Professional Learning Community documentation of using student data to inform instructional practices
✓	Data Dialogue evidence such as data displays, data graphs, analysis charts
✓	Lesson plans reflect changes made in instruction based on data analysis
✓	School Improvement team meeting/goal committee meeting agendas and minutes showing the role of data analysis in improvement planning
✓	Examples of protocols (defined processes) used in data analysis meetings/sessions
✓	Data meetings regarding program evaluations (e.g., data collected for Multi-Tiered Systems of Support)
✓	Staff time to share/reflect on results from common assessments and adjust common assessments
✓	Meeting minutes/agendas from teachers sharing successful practices (based on data)
<input type="checkbox"/>	Other: _____

Indicator J: Student Involvement in the Assessment Process

Rating: Partial Implementation

Characteristics

- ✓ Students understand the criteria and expectations for demonstrating their learning
- ✓ Students receive descriptive feedback based on their performance, as well as guidance on how to improve
- ✓ Students are taught how to self-assess and plan for improvement
- ✓ Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

Evidences

- ✓ Learning targets are posted in student-friendly language
- Example of student-generated improvement goals
- ✓ Exemplars of individual student progress logs/charts
- ✓ Student portfolios
- ✓ Sample of student/teacher feedback form
- ✓ Rubrics designed to give students feedback and guidance
- ✓ Lesson plans reflect instruction in the student reflection process
- ✓ Evidence of professional learning on how to involve students in the assessment process
- ✓ Lesson plans reflect explicit teaching/discussion of learning targets with students
- Examples of student-led conferences
- Other: _____

Strand II: Leadership for Learning

School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

Overall Rating: 3.62

Standard 4: Instructional Leadership

Indicator K: A Vision for Learning

Rating: Sustained Implementation

Characteristics	
✓	School leaders collaboratively create and communicate a shared vision for learning aligned to the district vision.
✓	The school's mission and school improvement goals are aligned with the vision for learning.
✓	The vision includes high expectations of learning for students and staff.
✓	The vision is understood and supported by students, staff, families and community members.

Evidences	
✓	Meeting agendas/minutes that demonstrate collaborative development/revision of vision statement
✓	Evidence that demonstrates consideration of the vision statement when developing/revising the mission and school improvement goals
✓	School Improvement Plan contains the school's vision statement
✓	Lesson plans demonstrate high expectations for student learning
✓	Professional learning plans for staff reflect connections to the school vision and mission
✓	Staff meeting minutes include discussion of vision statement (after it is created)
✓	Survey results that demonstrate stakeholder input, understanding and commitment to the vision
✓	Vision statement is posted in multiple places (classrooms, hallways, school office, website, social media, etc.)
✓	Agendas, meeting minutes from PTA/PTO meeting or Curriculum Night when the school vision is discussed
<input type="checkbox"/>	Other: _____

Indicator L: Guidance and Support for Teaching and Learning**Rating: Sustained Implementation****Characteristics**

- ✓ The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders.
- ✓ School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning.
- ✓ School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices.
- ✓ School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
- ✓ School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

Evidences

- ✓ Professional Learning Plans that focus on increased understanding of curriculum content, instructional practices and/or quality assessment practices
- ✓ Meeting agendas and minutes reflect use of student data to inform curriculum, instruction and assessment decisions
- ✓ Walk-through data reflecting appropriate enacted curriculum, research-based instructional practices and assessments
- ✓ Professional Learning logs kept by teachers and administrators on curriculum, instruction, and assessment
- ✓ Teacher evaluation components regarding curriculum, instruction, and assessment
- ✓ Schedule of school leader and teacher conferencing/meetings regarding curriculum, instruction, and assessment data
- ✓ Documentation of teacher self-reflection on their own instructional practices
- Meeting agendas and minutes that demonstrate school leaders ensure the use of results from the Surveys of Enacted Curriculum
- ✓ Minutes, agendas, reports from meetings of school leaders with district leaders regarding curriculum, instruction, and assessment
- Other: _____

Indicator M: Results-Focused**Rating: Sustained Implementation****Characteristics**

- ✓ School leaders use data and research to drive decisions and measure progress toward school improvement goals.
- ✓ Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- ✓ School leaders use data to hold themselves and others accountable for progress.
- ✓ School leaders support the process/system that allows teams to delve into the implications of data.
- ✓ School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

Evidences

- ✓ Evidence that programs and practices are monitored and evaluated for effectiveness using multiple sources of data
- ✓ Data documenting the fidelity of implementation of programs and practices
- ✓ Team meeting agendas and minutes showing use of student data to make instructional and curriculum content decisions
- ✓ Evidence of entrance and exit performance criteria for various programs
- ✓ Evidence regarding how student placements are changed based upon data on student needs
- Documentation that includes movement of students from Tiers 2-3 to Tier 1
- Building-level aggregated data from Continuous Improvement and Monitoring System (CIMS) workbook
- Progress notes in the School Improvement Plan that include impact of implementation
- ✓ Written descriptions of protocols/processes for data analysis
- ✓ Public displays of data showing progress toward school improvement goals
- ✓ Other: In June, we are attending a RTI training to allow us to make use of the Tiered system.

Standard 5: A Culture for Learning

Indicator N: Safe and Supportive Environment

Rating: Full Implementation

Characteristics

- ✓ School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all.
- ✓ School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
- ✓ Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
- ✓ Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
- ✓ Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

Evidences

- ✓ Evidence that anti-bullying policy is established, publicized, and implemented
- ✓ Clearly defined learning and behavioral expectations are visible throughout the school
- ✓ Student/Parent/Staff/Leadership Handbooks describe safety and behavior expectations
- ✓ Communications regarding high expectations for students and staff
- ✓ Documentation of professional learning regarding components of healthy school climates, cultural proficiency, etc.
- ✓ Results of climate surveys (including the extent to which school leaders are perceived as approachable, supportive, fair, and consistent in applying school rules)
- ✓ Results of needs-assessments that identify issues of safe and supportive schools are addressed
- ✓ Results of student surveys (e.g., Mi-PHY survey, High School Survey of Student Engagement (HSSE) etc.) are addressed
- ✓ Evidence that longitudinal data on student behavior, discipline, attendance, and drop-outs are analyzed and addressed
- ✓ Evidence that students receive appropriate support (referral services for students in crisis, counseling, etc.)
- Other: _____

Indicator O: Shared Leadership for Learning

Rating: Full Implementation

Characteristics

- ✓ Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
- ✓ All staff have the opportunity for leadership roles within the school.
- ✓ Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
- ✓ School leaders support the development of collegial relationships and high performing teams.
- ✓ Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.

Evidences

- ✓ Evidence of leadership training and learning opportunities
- ✓ Evidence of stakeholders taking leadership roles
- ✓ Documentation of available leadership roles and the process used to identify potential successors to fill these roles
- ✓ Documentation that describes the induction and mentoring process for new leaders
- ✓ Professional library and/or resources that supports leadership development
- ✓ Professional learning on high-performing teams
- ✓ Results of surveys that indicate potential interest in leadership roles and evaluation of the leadership placement process
- ✓ Professional Learning Community meeting notes and agendas reflect shared leadership
- ✓ Staff meeting minutes document evidence of staff making decisions
- ✓ School calendar shows staff collaboration time
- Other: _____

Standard 6: Organizational Management

Indicator P: Communication Systems

Rating: Full Implementation

Characteristics

- ✓ School leaders plan, implement, and continuously improve communication systems to inform, engage, and gather input from students, instructional staff, families and the community.
- ✓ School leaders utilize a variety of appropriate communication tools and approaches.
- ✓ School leaders implement communication systems to address diversity in language and culture.
- ✓ The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.

Evidences

- Communication Plan
- ✓ Samples of ongoing communications (e.g., newsletters, websites, press releases, social media, focus groups, automated message system, parent Internet portal, community forums)
- ✓ Samples of communications in languages that reflect the school population
- ✓ Records of communications with, and from, stakeholders
- Evidence of translators, communications in multiple languages
- ✓ Results of surveys regarding satisfaction with communication system
- ✓ Documentation of student representatives/student council members
- ✓ Results of surveys regarding concerns and needs of stakeholders
- Public postings (website, social-media) of survey results
- ✓ Communication section of an emergency management plan
- ✓ Other: Though we did not post our survey results publicly, that information was presented at a local school board meeting.

Indicator Q: Intentional Practices

Rating: Sustained Implementation

Characteristics	
✓	There is a building-wide decision-making process with protocols that is shared and understood by stakeholders.
✓	Working collaboratively, school leaders develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.
✓	School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities.
✓	School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).

Evidences	
✓	Documentation of decision-making process and protocols and how it was communicated to stakeholders
✓	Documentation of a collaborative School Improvement Planning process (minutes, agendas)
✓	Progress notes in the School Improvement Plan showing how barriers were identified and addressed
✓	Communications to staff showing the alignment of classroom activities to the School Improvement Plan
✓	Copies of schedules of observations, individual teacher meetings, goal-setting process
✓	Documentation of the ways in which staff qualifications match staff assignments
✓	Documentation of adjustments made to school-wide systems based on collaborative decision making
✓	Team meeting notes from ad-hoc committees or staff meetings which addressed barriers
✓	Student schedules which show flexibility based upon student needs identified by data
✓	Data from surveys that indicate stakeholder opinions regarding existing systems and processes
<input type="checkbox"/>	Other: _____

Indicator R: Resource Allocation

Rating: Sustained Implementation

Characteristics	
✓	Multiple sources of data are used by school leaders to prioritize resource allocations.
✓	Working within district guidelines, school administrators identify, assign, promote and retain those with qualifications and proven results in serving the school's mission.
✓	School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan.
✓	Students with high needs are a priority when budget and resource allocation decisions are made.
✓	School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.

Evidences	
✓	Resource allocation is determined by evidence of student and staff needs (surveys, interviews, discussions)
✓	Copy of the school budget showing resources aligned to student achievement needs
✓	School Improvement Plan that shows designated resources for activities supporting priority student achievement areas
✓	Team agendas/minutes that indicate decision-making on resource allocation
✓	Documentation of school practices/policies aligned to district practices/policies
✓	Copies of grant applications, award letters, memos of understanding, that indicate receipt of additional resources
✓	Documentation of the budgeting process including timeline, decision-making, required participation, and communication with district leaders
✓	Evidence of use of MI School Data
✓	Data warehouse or software to store and analyze student assessment data
✓	Special education information system
<input type="checkbox"/>	Other: _____

Strand III: Professional Learning Culture

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Overall Rating: 3.0

Standard 7: Professional Learning Culture

Indicator S: Collaborative Teams

Rating: Full Implementation

Characteristics	
✓	A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement.
✓	Structures and systems are in place for collaborative planning time for learning teams.
✓	Teams utilize protocols and collaboration time effectively.
✓	Instructional staff collaborates regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.
Evidences	
✓	Evidence of professional learning on ways to work collaboratively on teams
✓	Evidence of collaboration such as coaching/mentoring, action research, peer study groups
<input type="checkbox"/>	Evidence of peer observation, feedback and coaching (peer coaching logs, etc.)
✓	Data "walls" or other visual representations of data
✓	Examples of staff working together to progress monitor students and instruction
✓	Calendar of data analysis meetings
✓	Evidence of data dialogues that occur in Professional Learning Teams
✓	Common planning time schedule
✓	Survey of teachers regarding opportunities for context-embedded professional development
✓	Protocols for collaborative team meetings within and across grade levels and content areas
<input type="checkbox"/>	Other: _____

Indicator T: Collective Responsibility

Rating: Full Implementation

Characteristics	
✓	Instructional staff teams and individuals take active roles in creating and leading professional learning.
✓	Instructional staff holds one another accountable for implementing what is learned from professional learning.
✓	Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.

Evidences	
✓	Staff meeting agendas that show teachers leading professional learning
✓	Walk-through data that shows evidence of the implementation of professional learning
✓	Evidence of peer-to-peer coaching (protocols, feedback, etc.)
✓	Evidence of teacher teams recommending professional learning based on school needs (e.g. surveys, school improvement activities)
✓	Documentation of vertical grade-level team meetings that focus on the impact of collaborative professional learning
<input type="checkbox"/>	Samples of teacher work/video-taped lessons for discussion/review
✓	Evidence of teacher leaders sharing promising practices and receiving feedback
<input type="checkbox"/>	“Instructional Rounds” training provided to staff
✓	Program Evaluation implementation data
✓	Description of new teacher induction and mentoring programs
<input type="checkbox"/>	Other: _____

Standard 8: Professional Learning System

Indicator U: Purposeful Planning

Rating: Full Implementation

Characteristics	
✓	Student and instructional staff outcome, demographic, process and perception data are used to identify and align professional learning priorities.
✓	Professional learning outcomes are developed specifically to address school improvement strategy areas.
✓	Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
✓	Professional learning is differentiated to meet the individual needs of instructional staff.
✓	Professional learning is designed to include a process to monitor and evaluate implementation and impact.

Evidences	
✓	Team meeting agendas and minutes that indicate discussion of alignment between professional learning and school improvement initiatives
☐	School Improvement Plan showing the relationship between data analysis (student achievement data, survey data, student demographic data), professional development initiatives, and instructional strategies
✓	Results of teacher surveys that reflect needs related to professional learning
✓	Professional learning calendar including team time/staff meetings
☐	Documentation that coaches and teacher leaders are trained in adult learning theory
✓	Description of job-embedded professional learning opportunities provided to teachers (peer coaching, etc.)
✓	Documentation of District-Provided Professional Development (DPPD) that is aligned with school's needs
✓	School Improvement Plan includes evidence of resource allocation to support implementation of professional learning
✓	Evidence of differentiated professional learning to meet staff needs
✓	Completion of MDE Program Evaluation Tool
✓	Other: The MDE Program Evaluation Tool will be completed in the spring of 2015.

Indicator V: Impact of Professional Learning

Rating: Full Implementation

Characteristics	
✓	Instructional staff understands and can articulate the professional learning outcomes and expectations
✓	Instructional staff implements skills learned in professional learning, as intended.
✓	Instructional staff receives feedback and support to fully implement new learning
✓	School leaders monitor the extent to which professional learning impacts adult instructional practices
✓	School leaders monitor the impact of changed adult instructional practices on student achievement.
✓	Sufficient resources exist to ensure fidelity of implementation of the professional learning.

Evidences	
✓	Team meeting agendas and minutes that indicate ongoing discussions about implementation and impact of professional learning (including analysis of student achievement data)
✓	Plan for evaluating the effectiveness of professional development and its impact on student achievement is reflected in the School Improvement Plan
✓	Communications to and from stakeholders that provide progress updates on implementation of professional learning and professional learning communities (e.g., newsletters, website, Board reports, social media)
✓	Student work samples that show evidence of implementation of staff professional learning
✓	Evidence of allocated time for the support of implementation of new learning (Professional Learning Communities, etc.)
✓	Samples of interviews/focus groups/surveys that provide data on monitoring implementation and evaluating the impact of the professional learning
✓	Observation protocol/walk-through data regarding application of skills and knowledge from professional learning
<input type="checkbox"/>	Sample Individual Professional Learning Plans
✓	Teacher journal or learning log of implementation of professional learning
✓	Completion of the MDE Program Evaluation Tool
<input type="checkbox"/>	Other: _____

Strand IV: School, Family, and Community Relations

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

Overall Rating: 3.5

Standard 9: Communication

Indicator W: Approaches and Tools

Rating: Sustained Implementation

Characteristics	
✓	The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
✓	Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.
✓	School leadership monitors and evaluates the effectiveness of its communication strategies.

Evidences	
✓	Communication Plan that reflects a variety of approaches and tools
✓	Examples of information related to curriculum, instruction, and assessment in various communication approaches and tools
✓	School newsletter
✓	School website, Internet portal for parents/families, social media (multiple platforms)
✓	Teacher websites
✓	Documentation of surveys and/or focus groups with stakeholders (questionnaires, discussion questions, data reports)
✓	Parent/family conference schedules showing varying times, locations, and modes
✓	Communications to parents/families indicating how services and programs were improved based on their feedback
✓	Communications in languages that reflect the school population
<input type="checkbox"/>	Translators available to parents
✓	Community forum minutes
<input type="checkbox"/>	Other: _____

Indicator X: Cultural Responsiveness

Rating: Sustained Implementation

Characteristics	
✓	The school arranges flexible meetings and formats to address family and community needs.
✓	School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems

Evidences	
✓	Records of meetings, open houses, and parent-teacher conferences that show a variety of locations and times
✓	School calendars that demonstrate responsiveness to cultural days of significance
✓	School/district communications/forms are direct, jargon-free, in a wide range of reading/comprehension levels and/or translated into languages reflected at the school
✓	School and/or teacher newsletters (paper copies available)
✓	Social media
✓	Websites
✓	Media releases
✓	Student, parent and employee handbooks
<input type="checkbox"/>	Bilingual staff and volunteers are available to communicate with parents during school events
✓	Surveys, focus groups, informal conversations, and meeting formats are used to gather information from families and the community
<input type="checkbox"/>	Other: _____

Standard10: Engagement

Indicator Y: Learning Opportunities

Rating: Full Implementation

Characteristics

- ✓ Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework).
- ✓ Families, students and community members actively participate as integral members of the school improvement process.
- ✓ Families and community members participate actively on committees to provide input on decisions that support student success.

Evidences

- ✓ Schedule of family programs addressing students' social, academic and developmental needs
- School Improvement Team roster listing parents and/or community members
- ✓ Evidence of parent/community leadership in the school improvement process, on committees, etc.
- ✓ Minutes and agendas from meetings that reflect parent/family involvement in school-based decisions
- ✓ Course syllabi/course overview or learning outcomes provided to parents/families in Parent Handbook or during Curriculum Night
- ✓ Syllabi/course overview and/or learning outcomes provided online
- ✓ Flexible school office hours to meet needs of parents/families
- ✓ National PTA or PTO website/links are included on school website, along with other school related resources (i.e., tutoring or counseling, etc.)
- ✓ Information on learning opportunities made available to family and community members
- ✓ Other: Parents and community members are heavily involved with the Columbia Central High School's Academic Boosters committee

Indicator Z: Partnerships

Rating: Full Implementation

Characteristics	
✓	There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.
✓	Families and community members are involved in the development of the district and school-level parent involvement plans.
✓	The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.

Evidences	
✓	Documentation of parent/family opportunities to be involved in enhancing student success (descriptions, times, locations, etc.)
✓	Working agreements between school and partner agencies
✓	Documentation of parent/family and community volunteer training (sign-in sheets, agendas, training materials, etc.)
✓	School improvement committee, school/district curriculum and/or program committees sign-in sheets
✓	Family/community member surveys regarding input in the continuous improvement processes
✓	Appreciation and acknowledgement events for families and community volunteers
✓	Participation logs and/or agreements between school and community partners
✓	Partnerships with community donors (sponsorships)
✓	Documentation that administrators attend outreach meetings (e.g. rotary clubs, chamber of commerce, etc.)
<input type="checkbox"/>	Other: _____

Report Summary

Indicator	Beginning	Partial	Full	Sustained
Standard 1: Curriculum				
Indicator A: Alignment			✓	
Indicator B: Coherence		✓		
Standard 2: Instruction				
Indicator C: Instructional Design				✓
Indicator D: Effective Instructional Practices				✓
Indicator E: Learning Environment				✓
Indicator F: Reflection			✓	
Standard 3: Assessment				
Indicator G: Assessment System		✓		
Indicator H: Shared Understanding				✓
Indicator I: Data Analysis and Decision-Making				✓
Indicator J: Student Involvement in the Assessment Process		✓		
Standard 4: Instructional Leadership				
Indicator K: A Vision for Learning				✓
Indicator L: Guidance and Support for Teaching and Learning				✓
Indicator M: Results-Focused				✓
Standard 5: A Culture for Learning				
Indicator N: Safe and Supportive Environment			✓	
Indicator O: Shared Leadership for Learning			✓	
Standard 6: Organizational Management				
Indicator P: Communication Systems			✓	
Indicator Q: Intentional Practices				✓
Indicator R: Resource Allocation				✓
Standard 7: Professional Learning Culture				
Indicator S: Collaborative Teams			✓	
Indicator T: Collective Responsibility			✓	
Standard 8: Professional Learning System				
Indicator U: Purposeful Planning			✓	
Indicator V: Impact of Professional Learning			✓	
Standard 9: Communication				
Indicator W: Approaches and Tools				✓
Indicator X: Cultural Responsiveness				✓

Ed YES! Report

Columbia Central High School

Indicator	Beginning	Partial	Full	Sustained
Standard10: Engagement				
Indicator Y: Learning Opportunities			✓	
Indicator Z: Partnerships			✓	



Ed YES! Report

Columbia Alternative Education

Columbia School District

Mrs. Lisa Klink
4460 NORTH LAKE RD
CLARKLAKE, MI 49234-9694

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Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0. When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

School Systems Review

Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0.

When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning, and guide instructional decisions.

Overall Rating: 2.2

Standard 1: Curriculum

Indicator A: Alignment

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The written curriculum references Michigan's standards as adopted by the State Board of Education.
<input checked="" type="checkbox"/>	The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
<input checked="" type="checkbox"/>	Curriculum documents include guidelines for accommodations and modifications for all learners.
<input checked="" type="checkbox"/>	A systematic and documented process is used to collaboratively review the written curriculum for alignment to state standards and district curriculum.

Evidences	
<input type="checkbox"/>	Grade level/department/learning community meeting minutes reflect discussions regarding status of alignment
<input checked="" type="checkbox"/>	Lesson plans reference state standards and alignment to district's curriculum
<input type="checkbox"/>	Classroom observation data references state standards and alignment to district's curriculum
<input checked="" type="checkbox"/>	Classroom observations of learning objectives (objectives are posted and followed)
<input type="checkbox"/>	Surveys of Enacted Curriculum
<input type="checkbox"/>	Use of curriculum management software is documented
<input checked="" type="checkbox"/>	Curriculum maps contain specific information regarding what is taught and where it is taught
<input type="checkbox"/>	Pacing guides are aligned to the district curriculum and include detailed information useful in daily instructional practice
<input checked="" type="checkbox"/>	Personal Curriculum documents for students
<input type="checkbox"/>	Curriculum audit documentation
<input type="checkbox"/>	Other: _____

Indicator B: Coherence**Rating: Partial Implementation****Characteristics**

- ✓ Curriculum is clearly communicated to all stakeholders in a manner they can understand
- ✓ All educators have a deep and shared understanding of the standards they are to teach and how they connect to other grades/subjects
- ✓ Student learning outcomes are well defined, monitored, and measured
- ✓ Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
- ✓ Instructional staff engages in regular discussions of student learning expectations both horizontally (with colleagues in their grades or subjects) and vertically (across grades.)

Evidences

- ✓ Lesson/unit plans reflect common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
- ✓ Newsletters, on-line communication, displays of student work/portfolios, social media, brochures of grade level/subject curriculum content
- ✓ Standards-based/standards-referenced report cards
- Surveys and/or interviews with all staff
- ✓ Classroom observations, walk-throughs
- Surveys and/or interviews with students, parents, community members
- Surveys of Enacted Curriculum
- ✓ Grade level/department/learning community meeting minutes reflecting common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
- Pacing guides are organized with detailed information useful in daily instructional practice
- ✓ Other: iReady data

Standard 2: Instruction

Indicator C: Instructional Design

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	Instruction is collaboratively planned to align to the district's written curriculum
<input type="checkbox"/>	Instruction is designed to align with student learning needs that have been identified through the use of universal screening/formative assessment
<input checked="" type="checkbox"/>	Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.
<input checked="" type="checkbox"/>	Instruction is designed to meet the learning needs of all students.
<input checked="" type="checkbox"/>	Instruction is designed to utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

Evidences	
<input checked="" type="checkbox"/>	Meeting agenda/minutes of grade level/content area team meetings that indicate instructional alignment activities
<input type="checkbox"/>	Student goal setting practices
<input checked="" type="checkbox"/>	Data collection process to screen and monitor student achievement (universal screener informs instructional design – classroom, grade level, building)
<input type="checkbox"/>	Common lesson plan template
<input type="checkbox"/>	Lesson plans that include formative and summative assessments, depth of knowledge, and technology integration
<input checked="" type="checkbox"/>	Lesson plans that include instructional modifications for students based on their needs and interests
<input type="checkbox"/>	Evidence of differentiated instruction in Tier I based on student needs
<input type="checkbox"/>	Intervention schedule for students
<input type="checkbox"/>	Teacher schedules/school calendars show collaborative planning/meeting times
<input type="checkbox"/>	Samples of student work that demonstrate rigorous thinking and high expectations for student achievement
<input type="checkbox"/>	Other: _____

Indicator D: Effective Instructional Practices

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
<input checked="" type="checkbox"/>	Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
<input checked="" type="checkbox"/>	Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
<input checked="" type="checkbox"/>	Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
<input checked="" type="checkbox"/>	A system of interventions is in place for all students, including developing and advanced students.
<input checked="" type="checkbox"/>	Instruction integrates appropriate technology in order to enhance delivery and engage students.

Evidences	
<input type="checkbox"/>	Student engagement surveys
<input checked="" type="checkbox"/>	Walk-through or observation data regarding engagement, evidence of learning, effective instruction, use of research-based strategies, effective questioning, student work, artifacts of real-world application, evidence of cognitive rigor, clarity of learning targets, explicit vocabulary instruction, flexible grouping, technology integration
<input type="checkbox"/>	Observational protocols that monitor implementation of instructional practices across the school
<input checked="" type="checkbox"/>	Universal screener data is used to assess student strengths and challenges to drive instructional decisions
<input type="checkbox"/>	Professional learning community minutes/agendas reflecting use of data to drive instructional decisions
<input checked="" type="checkbox"/>	School Improvement Plan reflects the implemented research-based instructional strategies
<input checked="" type="checkbox"/>	Staffing and scheduling demonstrate implementation of a multi-tiered system of support
<input checked="" type="checkbox"/>	Teacher/student artifacts that demonstrate differentiated lessons and assignments
<input type="checkbox"/>	Surveys of Enacted Curriculum (particularly use of depth-of-knowledge data)
<input checked="" type="checkbox"/>	Modifications made to unit/lesson plans based on assessment data and student needs
<input type="checkbox"/>	Other: _____

Indicator E: Learning Environment

Rating: Full Implementation

Characteristics	
<input checked="" type="checkbox"/>	The school culture is one of high academic expectations for all.
<input checked="" type="checkbox"/>	High expectations for students are accompanied with appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
<input checked="" type="checkbox"/>	Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for learning.
<input checked="" type="checkbox"/>	School and classroom behavioral expectations are communicated to staff, students and families and are enforced consistently to support student success.

Evidences	
<input type="checkbox"/>	Student goal setting
<input checked="" type="checkbox"/>	Walkthrough or observation data regarding engagement, classroom management, effective classroom/school procedures, evidence of high expectations for all students, positive interactions between teacher/student and student/student
<input type="checkbox"/>	Student, staff and parent perception surveys (e.g. NCA surveys, climate surveys, Michigan Profile for Healthy Youth (MiPHY))
<input type="checkbox"/>	Staff professional learning on topics that enhance the learning environment (e.g., school culture and climate, student engagement and connectedness)
<input type="checkbox"/>	Partnerships with community agencies are documented via agreement forms, goals, meeting minutes, lesson plans that include service learning, etc. (e.g. mental health, homeless shelters, domestic assault shelters, businesses)
<input checked="" type="checkbox"/>	Meeting agendas/minutes that reflect discussions and decisions regarding the learning environment
<input checked="" type="checkbox"/>	School handbook reflects behavioral expectations for all students and is up to date with current law
<input type="checkbox"/>	Positive Behavioral expectations and learning inspirations are posted throughout the school
<input type="checkbox"/>	Multi-tiered system of support (process, structures, data collection/use, and interventions for learning and behavior)
<input type="checkbox"/>	Data walls in classrooms and/or department/grade level areas
<input type="checkbox"/>	Other: _____

Indicator F: Reflection**Rating: Full Implementation****Characteristics**

- ✓ Educators collaborate to review, reflect on, and refine their instructional practice based on multiple assessments, such as formative and/or benchmark assessments, observations, and student work.
- ✓ Educators reflect on the effectiveness of the instructional design, appropriateness of resources, and use of research-based strategies and make necessary modifications.
- ✓ Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success

Evidences

- ✓ Professional Learning Community/Grade Level/Content Area meeting agendas, meeting minutes that document the decisions made from reflective conversations
- Teachers record themselves teaching and get feedback from colleagues, make instructional decisions
- ✓ Reflection protocols/reflection journals are used with walkthrough data, teacher videos of their own instruction, classroom observations, and/or peer observations
- ✓ Examples of lesson plan modifications made as a result of reflective conversations
- Example of protocol/staff discussion about research-based instructional strategies in lesson plans
- Student surveys/feedback on instructional effectiveness
- Parent perception surveys regarding instructional effectiveness
- Protocols/documentation of teachers collaboratively examining lesson plans and student work samples
- ✓ School calendar includes collaborative meetings/time for Professional Learning Communities, data dialogue, teacher reflection/feedback
- Other: _____

Standard 3: Assessment

Indicator G: Assessment System

Rating: Partial Implementation

Characteristics

- The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.
- District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Classroom assessments are designed to be developmentally appropriate.
- Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards
- Instructional staff has access to assessment data on a continual basis.
- Assessments support the school's system of interventions.

Evidences

- Committee minutes that describe the process used to adopt and analyze assessments
- Documentation of professional learning on assessment literacy
- Documentation that assessments are aligned with the state standards and reflect rigor/depth of knowledge
- Documentation of adherence to administration procedures/processes for assessments
- School and classroom assessment plans/calendar
- Universal screening data for reading and/or math
- Inventory of assessments administered and their purposes
- Pacing guides and/or curriculum guides include common formative and summative assessments
- Data management system is in place (to track and analyze student assessment data)
- District-school-grade level/content level assessment alignment document shows vertical and horizontal alignment
- Other: _____

Indicator H: Shared Understanding

Rating: Partial Implementation

Characteristics

- ✓ All instructional staff can communicate the appropriate purposes and uses of assessment.
- ✓ Assessment results are shared and discussed with staff in a timely manner and useful format.
- ✓ Reports of student data are communicated to students and parents in a manner that they can understand.

Evidences

- ✓ Documentation of professional learning for staff on assessment literacy
- ✓ Sample of parent communications about assessment results
- ✓ Assessment plans
- ✓ Agendas/minutes from meetings reflecting the purposes and uses of data
- Student/parent/teacher handbooks include information about assessment purposes and uses
- Documentation of data shared with families at conferences
- Examples of data reports staff use to analyze disaggregated student assessment data
- Professional development on understanding assessment results, purposes, uses
- Curriculum guides identify formative, interim, and summative assessment
- Student assessment portfolios (used to communicate results to students and families)
- Other: _____

Indicator I: Data Analysis and Decision-Making

Rating: Partial Implementation

Characteristics	
✓	Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions.
✓	Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
✓	Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice.
✓	Assessment data are used to place students, monitor progress and drive timely interventions.

Evidences	
<input type="checkbox"/>	Committee meeting agendas/minutes that reflect collaborative data-based discussions and actions taken
✓	Professional learning that focuses on developing skills in the interpretation and use of data
<input type="checkbox"/>	Professional Learning Community documentation of using student data to inform instructional practices
<input type="checkbox"/>	Data Dialogue evidence such as data displays, data graphs, analysis charts
✓	Lesson plans reflect changes made in instruction based on data analysis
✓	School Improvement team meeting/goal committee meeting agendas and minutes showing the role of data analysis in improvement planning
<input type="checkbox"/>	Examples of protocols (defined processes) used in data analysis meetings/sessions
✓	Data meetings regarding program evaluations (e.g., data collected for Multi-Tiered Systems of Support)
<input type="checkbox"/>	Staff time to share/reflect on results from common assessments and adjust common assessments
<input type="checkbox"/>	Meeting minutes/agendas from teachers sharing successful practices (based on data)
<input type="checkbox"/>	Other: _____

Indicator J: Student Involvement in the Assessment Process

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	Students understand the criteria and expectations for demonstrating their learning
<input checked="" type="checkbox"/>	Students receive descriptive feedback based on their performance, as well as guidance on how to improve
<input type="checkbox"/>	Students are taught how to self-assess and plan for improvement
<input type="checkbox"/>	Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

Evidences	
<input type="checkbox"/>	Learning targets are posted in student-friendly language
<input checked="" type="checkbox"/>	Example of student-generated improvement goals
<input type="checkbox"/>	Exemplars of individual student progress logs/charts
<input checked="" type="checkbox"/>	Student portfolios
<input type="checkbox"/>	Sample of student/teacher feedback form
<input type="checkbox"/>	Rubrics designed to give students feedback and guidance
<input type="checkbox"/>	Lesson plans reflect instruction in the student reflection process
<input type="checkbox"/>	Evidence of professional learning on how to involve students in the assessment process
<input type="checkbox"/>	Lesson plans reflect explicit teaching/discussion of learning targets with students
<input type="checkbox"/>	Examples of student-led conferences
<input type="checkbox"/>	Other: _____

Strand II: Leadership for Learning

School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

Overall Rating: 2.5

Standard 4: Instructional Leadership

Indicator K: A Vision for Learning

Rating: Full Implementation

Characteristics	
✓	School leaders collaboratively create and communicate a shared vision for learning aligned to the district vision.
✓	The school's mission and school improvement goals are aligned with the vision for learning.
✓	The vision includes high expectations of learning for students and staff.
✓	The vision is understood and supported by students, staff, families and community members.
Evidences	
✓	Meeting agendas/minutes that demonstrate collaborative development/revision of vision statement
✓	Evidence that demonstrates consideration of the vision statement when developing/revising the mission and school improvement goals
✓	School Improvement Plan contains the school's vision statement
✓	Lesson plans demonstrate high expectations for student learning
<input type="checkbox"/>	Professional learning plans for staff reflect connections to the school vision and mission
✓	Staff meeting minutes include discussion of vision statement (after it is created)
<input type="checkbox"/>	Survey results that demonstrate stakeholder input, understanding and commitment to the vision
✓	Vision statement is posted in multiple places (classrooms, hallways, school office, website, social media, etc.)
<input type="checkbox"/>	Agendas, meeting minutes from PTA/PTO meeting or Curriculum Night when the school vision is discussed
<input type="checkbox"/>	Other: _____

Indicator L: Guidance and Support for Teaching and Learning

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders.
<input checked="" type="checkbox"/>	School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning.
<input checked="" type="checkbox"/>	School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices.
<input checked="" type="checkbox"/>	School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
<input checked="" type="checkbox"/>	School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

Evidences	
<input type="checkbox"/>	Professional Learning Plans that focus on increased understanding of curriculum content, instructional practices and/or quality assessment practices
<input checked="" type="checkbox"/>	Meeting agendas and minutes reflect use of student data to inform curriculum, instruction and assessment decisions
<input type="checkbox"/>	Walk-through data reflecting appropriate enacted curriculum, research-based instructional practices and assessments
<input type="checkbox"/>	Professional Learning logs kept by teachers and administrators on curriculum, instruction, and assessment
<input checked="" type="checkbox"/>	Teacher evaluation components regarding curriculum, instruction, and assessment
<input type="checkbox"/>	Schedule of school leader and teacher conferencing/meetings regarding curriculum, instruction, and assessment data
<input type="checkbox"/>	Documentation of teacher self-reflection on their own instructional practices
<input type="checkbox"/>	Meeting agendas and minutes that demonstrate school leaders ensure the use of results from the Surveys of Enacted Curriculum
<input checked="" type="checkbox"/>	Minutes, agendas, reports from meetings of school leaders with district leaders regarding curriculum, instruction, and assessment
<input type="checkbox"/>	Other: _____

Indicator M: Results-Focused

Rating: Full Implementation

Characteristics

- ✓ School leaders use data and research to drive decisions and measure progress toward school improvement goals.
- ✓ Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- ✓ School leaders use data to hold themselves and others accountable for progress.
- ✓ School leaders support the process/system that allows teams to delve into the implications of data.
- ✓ School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

Evidences

- ✓ Evidence that programs and practices are monitored and evaluated for effectiveness using multiple sources of data
- Data documenting the fidelity of implementation of programs and practices
- Team meeting agendas and minutes showing use of student data to make instructional and curriculum content decisions
- ✓ Evidence of entrance and exit performance criteria for various programs
- Evidence regarding how student placements are changed based upon data on student needs
- Documentation that includes movement of students from Tiers 2-3 to Tier 1
- Building-level aggregated data from Continuous Improvement and Monitoring System (CIMS) workbook
- ✓ Progress notes in the School Improvement Plan that include impact of implementation
- Written descriptions of protocols/processes for data analysis
- Public displays of data showing progress toward school improvement goals
- Other: _____

Standard 5: A Culture for Learning

Indicator N: Safe and Supportive Environment

Rating: Full Implementation

Characteristics	
✓	School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all.
✓	School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
✓	Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
✓	Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
✓	Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

Evidences	
✓	Evidence that anti-bullying policy is established, publicized, and implemented
✓	Clearly defined learning and behavioral expectations are visible throughout the school
✓	Student/Parent/Staff/Leadership Handbooks describe safety and behavior expectations
<input type="checkbox"/>	Communications regarding high expectations for students and staff
<input type="checkbox"/>	Documentation of professional learning regarding components of healthy school climates, cultural proficiency, etc.
<input type="checkbox"/>	Results of climate surveys (including the extent to which school leaders are perceived as approachable, supportive, fair, and consistent in applying school rules)
<input type="checkbox"/>	Results of needs-assessments that identify issues of safe and supportive schools are addressed
<input type="checkbox"/>	Results of student surveys (e.g., Mi-PHY survey, High School Survey of Student Engagement (HSSE) etc.) are addressed
✓	Evidence that longitudinal data on student behavior, discipline, attendance, and drop-outs are analyzed and addressed
<input type="checkbox"/>	Evidence that students receive appropriate support (referral services for students in crisis, counseling, etc.)
<input type="checkbox"/>	Other: _____

Indicator O: Shared Leadership for Learning

Rating: Full Implementation

Characteristics	
✓	Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
✓	All staff have the opportunity for leadership roles within the school.
✓	Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
✓	School leaders support the development of collegial relationships and high performing teams.
✓	Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.

Evidences	
✓	Evidence of leadership training and learning opportunities
✓	Evidence of stakeholders taking leadership roles
<input type="checkbox"/>	Documentation of available leadership roles and the process used to identify potential successors to fill these roles
<input type="checkbox"/>	Documentation that describes the induction and mentoring process for new leaders
<input type="checkbox"/>	Professional library and/or resources that supports leadership development
✓	Professional learning on high-performing teams
<input type="checkbox"/>	Results of surveys that indicate potential interest in leadership roles and evaluation of the leadership placement process
<input type="checkbox"/>	Professional Learning Community meeting notes and agendas reflect shared leadership
<input type="checkbox"/>	Staff meeting minutes document evidence of staff making decisions
<input type="checkbox"/>	School calendar shows staff collaboration time
<input type="checkbox"/>	Other: _____

Standard 6: Organizational Management

Indicator P: Communication Systems

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	School leaders plan, implement, and continuously improve communication systems to inform, engage, and gather input from students, instructional staff, families and the community.
<input type="checkbox"/>	School leaders utilize a variety of appropriate communication tools and approaches.
<input type="checkbox"/>	School leaders implement communication systems to address diversity in language and culture.
<input checked="" type="checkbox"/>	The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.

Evidences	
<input type="checkbox"/>	Communication Plan
<input checked="" type="checkbox"/>	Samples of ongoing communications (e.g., newsletters, websites, press releases, social media, focus groups, automated message system, parent Internet portal, community forums)
<input type="checkbox"/>	Samples of communications in languages that reflect the school population
<input checked="" type="checkbox"/>	Records of communications with, and from, stakeholders
<input type="checkbox"/>	Evidence of translators, communications in multiple languages
<input type="checkbox"/>	Results of surveys regarding satisfaction with communication system
<input type="checkbox"/>	Documentation of student representatives/student council members
<input type="checkbox"/>	Results of surveys regarding concerns and needs of stakeholders
<input type="checkbox"/>	Public postings (website, social-media) of survey results
<input type="checkbox"/>	Communication section of an emergency management plan
<input type="checkbox"/>	Other: _____

Indicator Q: Intentional Practices

Rating: Partial Implementation

Characteristics	
✓	There is a building-wide decision-making process with protocols that is shared and understood by stakeholders.
✓	Working collaboratively, school leaders develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.
✓	School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities.
✓	School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).

Evidences	
<input type="checkbox"/>	Documentation of decision-making process and protocols and how it was communicated to stakeholders
<input type="checkbox"/>	Documentation of a collaborative School Improvement Planning process (minutes, agendas)
<input type="checkbox"/>	Progress notes in the School Improvement Plan showing how barriers were identified and addressed
<input type="checkbox"/>	Communications to staff showing the alignment of classroom activities to the School Improvement Plan
✓	Copies of schedules of observations, individual teacher meetings, goal-setting process
<input type="checkbox"/>	Documentation of the ways in which staff qualifications match staff assignments
<input type="checkbox"/>	Documentation of adjustments made to school-wide systems based on collaborative decision making
<input type="checkbox"/>	Team meeting notes from ad-hoc committees or staff meetings which addressed barriers
✓	Student schedules which show flexibility based upon student needs identified by data
<input type="checkbox"/>	Data from surveys that indicate stakeholder opinions regarding existing systems and processes
<input type="checkbox"/>	Other: _____

Indicator R: Resource Allocation

Rating: Partial Implementation

Characteristics	
✓	Multiple sources of data are used by school leaders to prioritize resource allocations.
✓	Working within district guidelines, school administrators identify, assign, promote and retain those with qualifications and proven results in serving the school's mission.
✓	School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan.
✓	Students with high needs are a priority when budget and resource allocation decisions are made.
✓	School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.

Evidences	
<input type="checkbox"/>	Resource allocation is determined by evidence of student and staff needs (surveys, interviews, discussions)
✓	Copy of the school budget showing resources aligned to student achievement needs
✓	School Improvement Plan that shows designated resources for activities supporting priority student achievement areas
<input type="checkbox"/>	Team agendas/minutes that indicate decision-making on resource allocation
✓	Documentation of school practices/policies aligned to district practices/policies
<input type="checkbox"/>	Copies of grant applications, award letters, memos of understanding, that indicate receipt of additional resources
<input type="checkbox"/>	Documentation of the budgeting process including timeline, decision-making, required participation, and communication with district leaders
✓	Evidence of use of MI School Data
<input type="checkbox"/>	Data warehouse or software to store and analyze student assessment data
<input type="checkbox"/>	Special education information system
<input type="checkbox"/>	Other: _____

Strand III: Professional Learning Culture

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Overall Rating: 2.0

Standard 7: Professional Learning Culture

Indicator S: Collaborative Teams

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement.
<input type="checkbox"/>	Structures and systems are in place for collaborative planning time for learning teams.
<input type="checkbox"/>	Teams utilize protocols and collaboration time effectively.
<input checked="" type="checkbox"/>	Instructional staff collaborates regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

Evidences	
<input type="checkbox"/>	Evidence of professional learning on ways to work collaboratively on teams
<input type="checkbox"/>	Evidence of collaboration such as coaching/mentoring, action research, peer study groups
<input type="checkbox"/>	Evidence of peer observation, feedback and coaching (peer coaching logs, etc.)
<input type="checkbox"/>	Data "walls" or other visual representations of data
<input checked="" type="checkbox"/>	Examples of staff working together to progress monitor students and instruction
<input type="checkbox"/>	Calendar of data analysis meetings
<input type="checkbox"/>	Evidence of data dialogues that occur in Professional Learning Teams
<input type="checkbox"/>	Common planning time schedule
<input type="checkbox"/>	Survey of teachers regarding opportunities for context-embedded professional development
<input type="checkbox"/>	Protocols for collaborative team meetings within and across grade levels and content areas
<input type="checkbox"/>	Other: _____

Indicator T: Collective Responsibility

Rating: Partial Implementation

Characteristics	
✓	Instructional staff teams and individuals take active roles in creating and leading professional learning.
✓	Instructional staff holds one another accountable for implementing what is learned from professional learning.
✓	Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.

Evidences	
✓	Staff meeting agendas that show teachers leading professional learning
✓	Walk-through data that shows evidence of the implementation of professional learning
✓	Evidence of peer-to-peer coaching (protocols, feedback, etc.)
<input type="checkbox"/>	Evidence of teacher teams recommending professional learning based on school needs (e.g. surveys, school improvement activities)
<input type="checkbox"/>	Documentation of vertical grade-level team meetings that focus on the impact of collaborative professional learning
<input type="checkbox"/>	Samples of teacher work/video-taped lessons for discussion/review
<input type="checkbox"/>	Evidence of teacher leaders sharing promising practices and receiving feedback
✓	“Instructional Rounds” training provided to staff
<input type="checkbox"/>	Program Evaluation implementation data
<input type="checkbox"/>	Description of new teacher induction and mentoring programs
<input type="checkbox"/>	Other: _____

Standard 8: Professional Learning System

Indicator U: Purposeful Planning

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	Student and instructional staff outcome, demographic, process and perception data are used to identify and align professional learning priorities.
<input checked="" type="checkbox"/>	Professional learning outcomes are developed specifically to address school improvement strategy areas.
<input type="checkbox"/>	Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
<input checked="" type="checkbox"/>	Professional learning is differentiated to meet the individual needs of instructional staff.
<input checked="" type="checkbox"/>	Professional learning is designed to include a process to monitor and evaluate implementation and impact.

Evidences	
<input type="checkbox"/>	Team meeting agendas and minutes that indicate discussion of alignment between professional learning and school improvement initiatives
<input type="checkbox"/>	School Improvement Plan showing the relationship between data analysis (student achievement data, survey data, student demographic data), professional development initiatives, and instructional strategies
<input type="checkbox"/>	Results of teacher surveys that reflect needs related to professional learning
<input checked="" type="checkbox"/>	Professional learning calendar including team time/staff meetings
<input type="checkbox"/>	Documentation that coaches and teacher leaders are trained in adult learning theory
<input type="checkbox"/>	Description of job-embedded professional learning opportunities provided to teachers (peer coaching, etc.)
<input type="checkbox"/>	Documentation of District-Provided Professional Development (DPPD) that is aligned with school's needs
<input type="checkbox"/>	School Improvement Plan includes evidence of resource allocation to support implementation of professional learning
<input type="checkbox"/>	Evidence of differentiated professional learning to meet staff needs
<input type="checkbox"/>	Completion of MDE Program Evaluation Tool
<input type="checkbox"/>	Other: _____

Indicator V: Impact of Professional Learning**Rating: Partial Implementation****Characteristics**

- Instructional staff understands and can articulate the professional learning outcomes and expectations
- Instructional staff implements skills learned in professional learning, as intended.
- Instructional staff receives feedback and support to fully implement new learning
- School leaders monitor the extent to which professional learning impacts adult instructional practices
- School leaders monitor the impact of changed adult instructional practices on student achievement.
- Sufficient resources exist to ensure fidelity of implementation of the professional learning.

Evidences

- Team meeting agendas and minutes that indicate ongoing discussions about implementation and impact of professional learning (including analysis of student achievement data)
- Plan for evaluating the effectiveness of professional development and its impact on student achievement is reflected in the School Improvement Plan
- Communications to and from stakeholders that provide progress updates on implementation of professional learning and professional learning communities (e.g., newsletters, website, Board reports, social media)
- Student work samples that show evidence of implementation of staff professional learning
- Evidence of allocated time for the support of implementation of new learning (Professional Learning Communities, etc.)
- Samples of interviews/focus groups/surveys that provide data on monitoring implementation and evaluating the impact of the professional learning
- Observation protocol/walk-through data regarding application of skills and knowledge from professional learning
- Sample Individual Professional Learning Plans
- Teacher journal or learning log of implementation of professional learning
- Completion of the MDE Program Evaluation Tool
- Other: _____

Strand IV: School, Family, and Community Relations

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

Overall Rating: 1.5

Standard 9: Communication

Indicator W: Approaches and Tools

Rating: Beginning Implementation

Characteristics

- The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
- Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.
- School leadership monitors and evaluates the effectiveness of its communication strategies.

Evidences

- Communication Plan that reflects a variety of approaches and tools
- Examples of information related to curriculum, instruction, and assessment in various communication approaches and tools
- School newsletter
- School website, Internet portal for parents/families, social media (multiple platforms)
- Teacher websites
- Documentation of surveys and/or focus groups with stakeholders (questionnaires, discussion questions, data reports)
- Parent/family conference schedules showing varying times, locations, and modes
- Communications to parents/families indicating how services and programs were improved based on their feedback
- Communications in languages that reflect the school population
- Translators available to parents
- Community forum minutes
- Other: _____

Indicator X: Cultural Responsiveness

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The school arranges flexible meetings and formats to address family and community needs.
<input checked="" type="checkbox"/>	School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems

Evidences	
<input type="checkbox"/>	Records of meetings, open houses, and parent-teacher conferences that show a variety of locations and times
<input type="checkbox"/>	School calendars that demonstrate responsiveness to cultural days of significance
<input type="checkbox"/>	School/district communications/forms are direct, jargon-free, in a wide range of reading/comprehension levels and/or translated into languages reflected at the school
<input type="checkbox"/>	School and/or teacher newsletters (paper copies available)
<input checked="" type="checkbox"/>	Social media
<input checked="" type="checkbox"/>	Websites
<input type="checkbox"/>	Media releases
<input type="checkbox"/>	Student, parent and employee handbooks
<input type="checkbox"/>	Bilingual staff and volunteers are available to communicate with parents during school events
<input type="checkbox"/>	Surveys, focus groups, informal conversations, and meeting formats are used to gather information from families and the community
<input type="checkbox"/>	Other: _____

Standard10: Engagement

Indicator Y: Learning Opportunities

Rating: Beginning Implementation

Characteristics	
<input checked="" type="checkbox"/>	Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework).
<input type="checkbox"/>	Families, students and community members actively participate as integral members of the school improvement process.
<input type="checkbox"/>	Families and community members participate actively on committees to provide input on decisions that support student success.

Evidences	
<input type="checkbox"/>	Schedule of family programs addressing students' social, academic and developmental needs
<input type="checkbox"/>	School Improvement Team roster listing parents and/or community members
<input checked="" type="checkbox"/>	Evidence of parent/community leadership in the school improvement process, on committees, etc.
<input type="checkbox"/>	Minutes and agendas from meetings that reflect parent/family involvement in school-based decisions
<input type="checkbox"/>	Course syllabi/course overview or learning outcomes provided to parents/families in Parent Handbook or during Curriculum Night
<input type="checkbox"/>	Syllabi/course overview and/or learning outcomes provided online
<input checked="" type="checkbox"/>	Flexible school office hours to meet needs of parents/families
<input type="checkbox"/>	National PTA or PTO website/links are included on school website, along with other school related resources (i.e., tutoring or counseling, etc.)
<input type="checkbox"/>	Information on learning opportunities made available to family and community members
<input type="checkbox"/>	Other: _____

Indicator Z: Partnerships

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.
<input type="checkbox"/>	Families and community members are involved in the development of the district and school-level parent involvement plans.
<input checked="" type="checkbox"/>	The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.

Evidences	
<input type="checkbox"/>	Documentation of parent/family opportunities to be involved in enhancing student success (descriptions, times, locations, etc.)
<input type="checkbox"/>	Working agreements between school and partner agencies
<input type="checkbox"/>	Documentation of parent/family and community volunteer training (sign-in sheets, agendas, training materials, etc.)
<input checked="" type="checkbox"/>	School improvement committee, school/district curriculum and/or program committees sign-in sheets
<input type="checkbox"/>	Family/community member surveys regarding input in the continuous improvement processes
<input type="checkbox"/>	Appreciation and acknowledgement events for families and community volunteers
<input type="checkbox"/>	Participation logs and/or agreements between school and community partners
<input checked="" type="checkbox"/>	Partnerships with community donors (sponsorships)
<input checked="" type="checkbox"/>	Documentation that administrators attend outreach meetings (e.g. rotary clubs, chamber of commerce, etc.)
<input type="checkbox"/>	Other: _____

Report Summary

Indicator	Beginning	Partial	Full	Sustained
Standard 1: Curriculum				
Indicator A: Alignment		✓		
Indicator B: Coherence		✓		
Standard 2: Instruction				
Indicator C: Instructional Design		✓		
Indicator D: Effective Instructional Practices		✓		
Indicator E: Learning Environment			✓	
Indicator F: Reflection			✓	
Standard 3: Assessment				
Indicator G: Assessment System		✓		
Indicator H: Shared Understanding		✓		
Indicator I: Data Analysis and Decision-Making		✓		
Indicator J: Student Involvement in the Assessment Process		✓		
Standard 4: Instructional Leadership				
Indicator K: A Vision for Learning			✓	
Indicator L: Guidance and Support for Teaching and Learning		✓		
Indicator M: Results-Focused			✓	
Standard 5: A Culture for Learning				
Indicator N: Safe and Supportive Environment			✓	
Indicator O: Shared Leadership for Learning			✓	
Standard 6: Organizational Management				
Indicator P: Communication Systems		✓		
Indicator Q: Intentional Practices		✓		
Indicator R: Resource Allocation		✓		
Standard 7: Professional Learning Culture				
Indicator S: Collaborative Teams		✓		
Indicator T: Collective Responsibility		✓		
Standard 8: Professional Learning System				
Indicator U: Purposeful Planning		✓		
Indicator V: Impact of Professional Learning		✓		
Standard 9: Communication				
Indicator W: Approaches and Tools	✓			
Indicator X: Cultural Responsiveness		✓		

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Columbia Alternative Education

Indicator	Beginning	Partial	Full	Sustained
Standard10: Engagement				
Indicator Y: Learning Opportunities	✓			
Indicator Z: Partnerships		✓		



District Requirements Report

Columbia School District

Dr. Pamela Campbell, Superintendent
11775 Hewitt Rd
Brooklyn, MI 49230-8961

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Introduction

The District Systems Review is a self-assessment tool to help districts develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the District Improvement Framework 2.0. When used with its companion, the School Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

District Systems Review

Introduction

The District Systems Review is a self-assessment tool to help districts develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the District Improvement Framework 2.0.

When used with its companion, the School Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

Strand I: Teaching for Learning

The district leadership focuses on quality teaching and learning that promotes student achievement for all as its primary purpose. It ensures an aligned system of curriculum, instruction and assessment that meets state standards and addresses a commitment to equity and diversity.

Overall Rating: 2.0

Standard 1: Curriculum

Indicator 1: Establish and Ensure Support for Curriculum

Rating: Partial Implementation

Characteristics

- The district has documentation that all schools' written curriculum are aligned with Michigan's standards as adopted by the State Board of Education.
- The district ensures that curriculum are aligned both horizontally (within the grade or subject) and vertically (across grades).
- The district ensures that instructional staff have access to guidelines for student accommodations and modifications to the curriculum.
- The district utilizes a systematic and documented process, cycle and timeline to collaboratively review alignment of district curriculum to state standards.
- The district clearly communicates the expectations and outcomes for curriculum to stakeholders (students, staff, parents, community members, partnering agencies, etc.).
- The district monitors for alignment of curriculum and fidelity of implementation at all levels.

Evidences

- District-wide curriculum maps contain specific information regarding K-12 horizontal and vertical alignment (what is taught at each grade level)
- District communications about curriculum (e.g., newsletters, online communications, social media, brochures of grade level/subject/curriculum expectations, Pacing Guides for teachers)
- District guidelines for accommodations, modifications are posted on district website
- Documentation of district-provided staff training on curriculum, assessment, instruction implementation (agendas, sign-in sheets, etc.)
- Systemic monitoring of curriculum implementation (walk-throughs, etc.) and analysis of the data collected
- Minutes of district-level curriculum meetings reflect discussions regarding curriculum alignment
- Standards-based/standards-referenced report cards
- The district utilizes collaboratively-developed curricular resources (e.g. MAISA developed math and ELA units, regional projects, ISD/ESA resources, MDE resources)
- Individual Education Programs (IEPs) that reference appropriate curricular standards
- Evidence of district-wide implementation of Multi-tiered Systems of Support (district policy or guidelines)
- Individual Professional Development/Learning Plans for staff that reference curriculum
- Curriculum review cycle and timeline
- Other: _____

Standard 2: Instruction

Indicator 2: Establish and Ensure Support for Instruction

Rating: Partial Implementation

Characteristics

- The district monitors and provides direction on effective instructional practices and school/district processes (e.g., collaborative time, student supports and interventions, culture/climate interventions) for their impact on student achievement and educator effectiveness.
- The district supports effective instructional design at every school through district systems and resource allocations (time, finances, materials, equipment, and personnel).
- The district provides instructional materials and resources that are research-based and aligned to state standards and district curriculum.
- The district provides technology access and support that enhances instruction and serves as a resource tool for planning and effective instructional delivery.
- The district clearly communicates the expectations and outcomes for quality instruction to stakeholders.

Evidences

- Student engagement survey results that address effectiveness of instruction
- Teacher perception survey results regarding instructional needs and instructional practices
- Staffing and scheduling demonstrates implementation of a Multi-Tiered System of Support
- District Improvement Plan reflects support of instruction at the school level
- Quarterly District Improvement Plan progress reports
- Staff evaluation process includes student growth measures
- District budget demonstrating allocation of resources based on schools' needs
- Board-approved Parent Engagement Policy
- District-adopted lesson plan template
- Support of online learning (e.g., Blackboard, Moodle, e-learning)
- The district utilizes collaboratively-developed instructional resources (e.g., MAISA developed math and ELA units, regional projects, ISD/ESA resources, MDE resources)
- Board minutes that indicate updated instructional initiatives
- Evidence of classroom coaching and associated conferencing with the coach and classroom teacher
- Walkthroughs/observations
- Documentation of a plan for fidelity of instruction
- Other: _____

Standard 3: Assessment

Indicator 3: Establish and Ensure Support for Assessment

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The district coordinates the implementation of state assessments and accountability.
<input checked="" type="checkbox"/>	The district creates, documents, implements and monitors a balanced assessment system aligned to state standards and the district curriculum.
<input type="checkbox"/>	The district ensures that multiple sources of data are available and used to identify gaps between student groups and/or within the curriculum in every school.
<input checked="" type="checkbox"/>	The district ensures that administrators and instructional staff are assessment literate (knowledgeable about the components and uses of high quality assessments).
<input checked="" type="checkbox"/>	The district systematically analyzes district and school level assessment results, patterns, and trends, and provides feedback and support to school educators that impact instructional decision-making and the alignment of school and district improvement planning.
<input type="checkbox"/>	The district clearly communicates the expectations and outcomes for assessments to stakeholders.
<input checked="" type="checkbox"/>	The district provides technology access and support that serves as a resource tool for a balanced assessment system, monitoring of student progress and communicating information about students.
<input checked="" type="checkbox"/>	The district supports a structure for instructional staff to collaboratively analyze student data in order to make placement decisions for interventions.

Evidences	
<input type="checkbox"/>	Documentation of administrative procedures/processes for assessments
<input type="checkbox"/>	District-wide assessment plan includes purposes and uses of assessments
<input type="checkbox"/>	Common formative and summative assessments
<input checked="" type="checkbox"/>	Sign-in sheets, agendas, and training materials from professional learning for staff and administrators focused on assessment literacy
<input checked="" type="checkbox"/>	Technology support for assessment data collection and management
<input checked="" type="checkbox"/>	Website/Parent Portal that includes access to student assessment results
<input checked="" type="checkbox"/>	Meeting agendas/minutes that reflect district-wide decisions based on multiple sources of assessment data
<input type="checkbox"/>	The district utilizes collaboratively-developed assessment resources (e.g. Formative Assessment for Michigan Educators (FAME) project, regional projects, ISD/ESA resources, MDE resources)
<input checked="" type="checkbox"/>	Standards-based/standards-referenced report cards
<input type="checkbox"/>	Schedule of collaborative time provided for staff to analyze student achievement results
<input checked="" type="checkbox"/>	Documentation of the ways in which teachers are involved in district/system assessment decisions (meeting minutes, agendas, decision logs, etc.)
<input type="checkbox"/>	Implementation of formative assessment practices
<input type="checkbox"/>	Other: _____

Strand II: Leadership for Learning

The district leadership collaboratively creates, communicates, and implements a shared vision; provides organizational support and resources to enhance curriculum, instruction and assessment practices, promotes leadership growth and establishes and models a climate for learning.

Overall Rating: 2.67

Standard 4: Instructional Leadership

Indicator 4: Establish and Ensure Support for Instructional Leadership

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The district collaboratively creates, communicates and sustains a shared vision that is embedded into policies and practices.
<input type="checkbox"/>	The district communicates through words and actions to stakeholders that its primary focus is success for all students.
<input checked="" type="checkbox"/>	The district ensures that instructional leaders have the skills, support and resources needed to provide direction and guidance for effective curriculum, instruction and assessment practices aimed at increasing student achievement.
<input type="checkbox"/>	The district strategically and intentionally develops instructional leadership capacity within the system.
<input checked="" type="checkbox"/>	District leadership works with school leaders to align the district improvement plan with the school improvement plans.
<input checked="" type="checkbox"/>	District leaders use data to hold themselves and school leaders accountable for progress at all levels.

Evidences	
<input type="checkbox"/>	Evidence of collaboratively developed vision statement (meeting minutes, agendas, sign-in sheets)
<input checked="" type="checkbox"/>	Vision statement displayed throughout the district
<input checked="" type="checkbox"/>	District Improvement Plan reflects the district vision
<input type="checkbox"/>	Quarterly progress reports on implementation of the District Improvement Plan aligned to the School Improvement Plans
<input checked="" type="checkbox"/>	Data walls throughout the district highlighting student achievement
<input type="checkbox"/>	District-led study groups on instructional leadership for stakeholders
<input checked="" type="checkbox"/>	Agendas, sign-in sheets, and materials from professional learning for leadership development in curriculum, instruction, and assessment
<input type="checkbox"/>	Stakeholder perception survey results that reflect implementation of the vision and leadership effectiveness
<input type="checkbox"/>	Administrator evaluations include student achievement results (e.g., Educator Evaluation model)
<input type="checkbox"/>	Artifacts that demonstrate the ways in which positive expectations are communicated throughout the district (e.g., mottos, banners, posters, newsletters)
<input type="checkbox"/>	The district utilizes collaboratively-developed instructional leadership resources (e.g., regional projects, ISD/ESA resources, MDE resources)
<input checked="" type="checkbox"/>	Professional learning needs are identified through a staff evaluation system
<input type="checkbox"/>	Documented instructional practices related to vision
<input type="checkbox"/>	Evidence of monitoring and evaluating school improvement efforts across the district
<input type="checkbox"/>	Evaluation plans regarding district systems, programs, services
<input type="checkbox"/>	Other: _____

Standard 5: A Culture for Learning

Indicator 5: Establish and Ensure Support for a Culture for Learning

Rating: Sustained Implementation

Characteristics	
✓	The district intentionally models and focuses on creating a culture of mutual respect, collaboration and high expectations for all.
✓	Systems and structures are in place to meet the varied needs of students who require specific types of assistance; this assistance is monitored for timeliness and effectiveness.
✓	The district provides organizational policies and procedures for effective, supportive, emotionally and physically safe learning environments.
✓	The district creates structures and processes that support continuous, collaborative learning for the adults in the system.
✓	The district supports the growth of leaders in stakeholder groups: staff, student, parent and community through a variety of methods.

Evidences	
✓	District-wide culture/climate survey results
✓	Evidence of multiple roles and perspectives involved in strategic planning with the school board
<input type="checkbox"/>	Shared agreements about how stakeholders work together (e.g., ground rules, group norms)
✓	Bargaining agreements that reflect opportunities for collaboration and learning
<input type="checkbox"/>	System-wide programs that focus on a climate of engagement/support and high expectations for all students (e.g., Capturing Kids' Hearts, Positive Behavior Intervention Supports)
✓	Internet Safety Policy
✓	The district utilizes collaboratively-developed culture/climate resources (e.g., regional projects, ISD/ESA resources, MDE resources)
<input type="checkbox"/>	District schedule incorporates collaborative time for staff
<input type="checkbox"/>	District calendar of professional development days/times focused on culture and climate
✓	Agendas of district-level professional learning team meetings
<input type="checkbox"/>	Differentiated Instruction teams include a variety of district stakeholders (sign-in sheets, list of team names and roles)
<input type="checkbox"/>	State/federal safe school reports
<input type="checkbox"/>	Board trainings, agendas that reflect attention to climate/culture
<input type="checkbox"/>	Examples of how Multi-Tiered Systems of Support data influences School and District improvement Plans (Early Warning Signs, Positive Behavior Information Supports, etc.)
<input type="checkbox"/>	Safe schools, health and wellness are focus in District Improvement Plan
✓	Sign-in sheets from meetings, professional learning, etc., indicate that all staff members, including special education, teachers of English Language Learners, non-academic staff, ancillary staff, etc. are part of District Improvement Planning, professional learning, etc.
<input type="checkbox"/>	Other: _____

Standard 6: Organizational Management

Indicator 6: Establish and Ensure Support for Organizational Management

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	The district ensures communication systems at all levels address diversity in language and culture.
<input checked="" type="checkbox"/>	The district aligns its improvement plan to the goals and plans of its schools.
<input checked="" type="checkbox"/>	The district has systems in place to actively attract, recruit, select and retain high quality staff.
<input checked="" type="checkbox"/>	The district ensures that fiscal, academic and human resources are allocated to support increased student success.
<input checked="" type="checkbox"/>	There is a district-wide electronic data system used to collect and share data across the schools.
<input type="checkbox"/>	The district has processes in place for use of multiple sources and types of data to strategically guide district and school planning.
<input checked="" type="checkbox"/>	The district has a system in place to plan, monitor and evaluate programs, initiatives and strategies.

Evidences	
<input type="checkbox"/>	Quarterly progress reports on implementation of the District Improvement Plan
<input checked="" type="checkbox"/>	Board meeting agendas/minutes where resource allocation decisions are discussed
<input type="checkbox"/>	Agendas/notes from public forum meetings
<input type="checkbox"/>	Communication plan that addresses diversity in language and culture
<input checked="" type="checkbox"/>	Documentation of District Improvement Planning Process
<input type="checkbox"/>	Evidence of recruiting and retaining high quality teaching candidates
<input type="checkbox"/>	Budgets that reflect allocation by need based on multiple sources of data
<input checked="" type="checkbox"/>	Data walls throughout the district highlighting student achievement
<input type="checkbox"/>	Data warehouse/data reports are generated and used for district and school planning
<input checked="" type="checkbox"/>	An electronic data system is used to collect, manage and analyze multiple sources and types of data
<input type="checkbox"/>	Evaluation reports and data summaries of programs, initiatives, strategies
<input type="checkbox"/>	MDE Program Evaluation Tool
<input type="checkbox"/>	Trainings for data system (indicating fidelity of use of system and adult proficiency)
<input type="checkbox"/>	Human Resources office broadly disseminates position postings
<input type="checkbox"/>	Other: _____

Strand III: Professional Learning Culture

The district leadership develops and implements a professional learning system to ensure that all instructional staff have the necessary knowledge, skills and abilities to support the learning outcomes of all students.

Overall Rating: 2.0

Standard 7: Professional Learning Culture

Indicator 7: Establish and Ensure Support for a Professional Learning Culture

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	The district ensures that there is a system in place for collaborative learning at all levels.
<input type="checkbox"/>	The district supports effective professional learning at every school that meets the needs of all learners through district systems and resource allocations (time, finances, materials, equipment, personnel).
<input checked="" type="checkbox"/>	A collaborative culture exists within all schools in the district in which staff support one other through feedback and instructional coaching to implement new learning.
<input type="checkbox"/>	District personnel engage in new learning and ensure its effective implementation through ongoing monitoring and evaluation.
<input checked="" type="checkbox"/>	District personnel build their own skills and abilities in how to effectively manage their systems and resources in support of teaching and learning through appropriate professional learning.
Evidences	
<input type="checkbox"/>	Schedule of district collaborative time allocation for learning teams at all levels
<input type="checkbox"/>	Budget showing allocation for professional learning
<input type="checkbox"/>	Professional Learning Plan reflected in the District Improvement Plan
<input checked="" type="checkbox"/>	Individual professional learning plans for all staff members including building and central office administrators
<input type="checkbox"/>	Documentation of professional learning opportunities related to feedback and coaching
<input type="checkbox"/>	Quarterly progress reports on implementation of the District Improvement Plan
<input type="checkbox"/>	Agendas/minutes that describe changes in practice at the district level resulting from professional learning
<input checked="" type="checkbox"/>	Evidence of monitoring and evaluation of professional learning (walk-throughs, observations, surveys, etc.)
<input type="checkbox"/>	Documentation of how each building level plan (including budget) supports the goals of the District Improvement Plan
<input checked="" type="checkbox"/>	Evidence of district-wide communication regarding professional learning (emails, etc.)
<input type="checkbox"/>	Agendas and minutes of K-12 meetings where each level/grade explains progress toward the building and district goals
<input type="checkbox"/>	Documentation of how each building level plan (including the budget) supports the goals of the District Improvement Plan
<input type="checkbox"/>	Sign-in sheets from meetings, professional learning, etc., indicate that all staff members, including special education, teachers of English Language Learners, non-academic staff, ancillary staff, etc., are involved in District Improvement Planning, professional learning, etc.
<input type="checkbox"/>	Sharing of District Improvement Plan process at monthly school board meetings
<input checked="" type="checkbox"/>	Common/written agreement of instructional walk-through "look-fors"
<input type="checkbox"/>	Peer observations (planning meeting notes, schedule, notes from observation)
<input checked="" type="checkbox"/>	MDE Program Evaluation Tool and results
<input type="checkbox"/>	School Improvement Review (SIR) of "Instructional Rounds"-type process documentation and feedback
<input type="checkbox"/>	Professional Development/Learning Plan shows evidence of differentiation based on staff needs
<input type="checkbox"/>	Other: _____

Standard 8: Professional Learning System

Indicator 8: Establish and Ensure Support for a Professional Learning System

Rating: Partial Implementation

Characteristics

- The district develops a three to five year improvement plan that identifies priorities for professional learning based on a comprehensive assessment of student and educator learning needs to ensure educator effectiveness.
- The district ensures that professional learning is on-going, job-embedded, data-driven and collaboratively designed.
- The district creates structures, processes and procedures to support school and classroom level implementation of effective professional learning.
- The district ensures that school leaders evaluate the effectiveness of professional learning in improving teacher practice by collecting evidence of the change in instructional practice and the impact on student achievement.
- The district supports effective professional learning that meets the differentiated needs of all learners through district systems and resource allocations (time, finances, materials, equipment, and personnel).

Evidences

- Professional Learning Plan included in the District Improvement Plan
- Needs assessment results that informed the development of the Professional Learning Plan
- Quarterly progress reports on implementation of the District Improvement Plan
- Professional learning calendar has evidence of job-embedded and ongoing learning opportunities
- Documentation of the school-level implementation of professional learning (e.g., classroom observations, perception surveys, lesson plans, student surveys, teacher focus groups, School Improvement Plans)
- Evaluation of Professional Learning activities (results, relationship to student achievement, implementation and monitoring)
- Annual Ed Report regarding highly qualified requirements for staff
- Minutes, agenda, and sign-in sheets from professional learning opportunities
- Analysis of the Individual Development Plans to determine professional learning needs
- The district utilizes collaboratively-developed professional learning resources (e.g. regional projects, ISD/ESA-provided professional learning, MDE resources)
- 3-5 Year District Strategic Plan
- Differentiated professional learning by school
- Professional Learning Budgets
- Consolidated Application for Title One Funding
- Education Resource Strategies (ERS) Resource Check (District-level – for districts with Priority and Focus Schools)
- Grade-level meeting agendas, notes
- Other: _____

Strand IV: School, Family, and Community Relations

The district leadership uses effective strategies to communicate, engage and collaborate with families and the community to support student learning.

Overall Rating: 1.5

Standard 9: Communication

Indicator 9: Establish and Ensure Support for Communication

Rating: Beginning Implementation

Characteristics	
<input type="checkbox"/>	The district communication plan ensures that district and school communications are responsive to diversity in language, cultural traditions and belief systems.
<input type="checkbox"/>	The district monitors its communication plan on an ongoing basis and evaluates its effectiveness at least annually.
<input checked="" type="checkbox"/>	The district provides families and the community with information such as policies, procedures, events, assessment results, curriculum, instruction and assessment practices.
<input checked="" type="checkbox"/>	The district gathers data from family and community members on a regular and systematic basis to measure the effectiveness of programs and processes that support student learning.
<input type="checkbox"/>	The district communicates how the information gathered from stakeholders is used to improve services and programs.

Evidences	
<input type="checkbox"/>	District communications are culturally sensitive and may include websites, newsletters, on-line communication, social media, brochures of grade level/subject curriculum content
<input checked="" type="checkbox"/>	Parent involvement policy
<input type="checkbox"/>	District Communication Plan including translation procedures (as needed)
<input type="checkbox"/>	Evaluation of District Communication Plan
<input type="checkbox"/>	Professional learning for staff in understanding cultural differences
<input checked="" type="checkbox"/>	Evidence of opportunities for stakeholders to provide input at public meetings, such as School Board Meetings, District Improvement Meetings
<input type="checkbox"/>	Evidence of parent/community participation in District Improvement Team meetings
<input type="checkbox"/>	Automated phone messaging, available in multiple languages, if needed
<input checked="" type="checkbox"/>	Parent/family and community survey results addressing district communication efforts
<input type="checkbox"/>	Evidence of program modifications/adjustments based on parent/family and community input
<input checked="" type="checkbox"/>	Parent Portal (parents/guardians can access student information)
<input checked="" type="checkbox"/>	Safety Tip Line/Silent Observer (takes anonymous phone calls that impact the safety of students in schools)
<input checked="" type="checkbox"/>	Evidence of informal, ongoing, open office hours, coffee hours, etc.
<input type="checkbox"/>	Translation services/documents
<input type="checkbox"/>	Other: _____

Standard 10: Engagement

Indicator 10: Establish and Ensure Support for Engagement

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The district provides opportunities for family and community members to participate in district-wide improvement and decision-making processes.
<input checked="" type="checkbox"/>	The district supports school-level volunteer efforts through training and appropriate screening.
<input checked="" type="checkbox"/>	The district ensures that individual schools provide both academic and non-academic volunteer opportunities at varying times.
<input checked="" type="checkbox"/>	In collaboration with schools, families and the community, the district provides both academic and non-academic programs that support the learning of stakeholders.
<input type="checkbox"/>	The district establishes, monitors and evaluates strategic partnerships with community organizations to maximize resources to support the identified needs of stakeholders.

Evidences	
<input checked="" type="checkbox"/>	Board approved Parent Involvement Policy
<input checked="" type="checkbox"/>	Procedures for volunteer screening that include background checks, fingerprinting
<input checked="" type="checkbox"/>	Training for volunteers
<input type="checkbox"/>	Documentation of volunteer hours for each school
<input type="checkbox"/>	Documentation of community organizations that support the schools and how (e.g., resources brought in, etc.)
<input type="checkbox"/>	Documentation of community-wide professional learning opportunities (agendas, schedules, registration lists, feedback questionnaires, etc.)
<input checked="" type="checkbox"/>	Calendar of community involvement activities (Career nights, college fairs, district advisory council with reps from community, etc.)
<input type="checkbox"/>	Evidence of district/school board support for student service projects/community engagement projects
<input checked="" type="checkbox"/>	Partnerships with higher education (e.g., projects, grants, student participation, student teaching)
<input type="checkbox"/>	Documentation of how community partnerships are established, monitored, and evaluated (agreements, memos of understanding, goal statements, action plans, communication plans, evaluation plans)
<input checked="" type="checkbox"/>	Evidence of coordination with university/college extension offices, Chamber of Commerce, etc.
<input checked="" type="checkbox"/>	Stakeholder surveys
<input checked="" type="checkbox"/>	Mentoring programs with community groups/organizations
<input type="checkbox"/>	Service learning opportunities
<input checked="" type="checkbox"/>	Vocational/technical partnerships
<input checked="" type="checkbox"/>	Adult education offerings (mailings, fliers, course descriptions, information posted on website, etc.)
<input checked="" type="checkbox"/>	Community events held in schools (document what, when, who attended and potential outcomes)
<input type="checkbox"/>	Other: _____

Report Summary

Indicator	Beginning	Partial	Full	Sustained
Standard 1: Curriculum				
Indicator 1: Establish and Ensure Support for Curriculum		✓		
Standard 2: Instruction				
Indicator 2: Establish and Ensure Support for Instruction		✓		
Standard 3: Assessment				
Indicator 3: Establish and Ensure Support for Assessment		✓		
Standard 4: Instructional Leadership				
Indicator 4: Establish and Ensure Support for Instructional Leadership		✓		
Standard 5: A Culture for Learning				
Indicator 5: Establish and Ensure Support for a Culture for Learning				✓
Standard 6: Organizational Management				
Indicator 6: Establish and Ensure Support for Organizational Management		✓		
Standard 7: Professional Learning Culture				
Indicator 7: Establish and Ensure Support for a Professional Learning Culture		✓		
Standard 8: Professional Learning System				
Indicator 8: Establish and Ensure Support for a Professional Learning System		✓		
Standard 9: Communication				
Indicator 9: Establish and Ensure Support for Communication	✓			
Standard 10: Engagement				
Indicator 10: Establish and Ensure Support for Engagement		✓		